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ERIC

research in education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution
Accession numbers

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Important Notice

As of the January 1971 issue, **Research in Education** no longer carries a Project Section on current research.

Volume 6 Number 2 February 1971

Research in Education

ED 042 932 - 043 786

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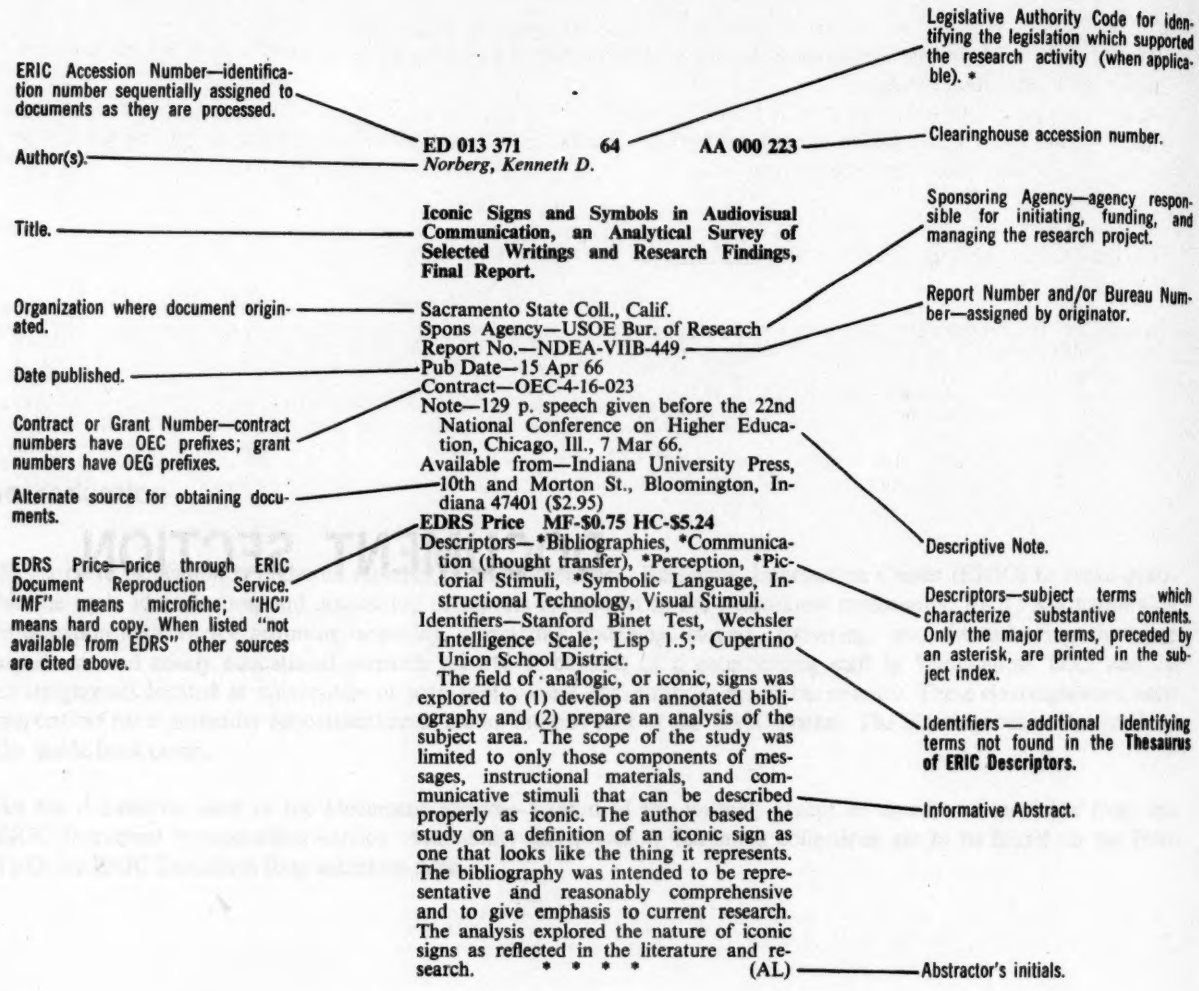
Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 20 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY



***The key to these codes is as follows:**

Code	*Description*
08	Adult and Vocational Education, Public Law 88–210
16	Captioned Films for the Deaf, Public Law 85–905
24	Cooperative Research, Public Law 89–10, Title IV
32	Disadvantaged Students Program, Public Law 89–10, Title I
40	Handicapped Children and Youth, Public Law 88–164
48	Language Development, Public Law 85–864, Title VI
52	Library Research and Development, Public Law 89–320, Title II, Part B
56	New Educational Media, Public Law 85–864, Title VII, Part A
64	New Education Media, Public Law 85–864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83–480
80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505
88	Supplementary Centers and Services, Public Law 88–10, Title III
95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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AA

ED 042 932 AA 000 615

Trent, William T.

College Compensatory Programs for Disadvantaged Students.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Report No—R-3

Pub Date Sep 70

Note—18p.

EDRS Price MF-$0.25 HC-$1.00

Descriptors—Admission (School), *Compensatory Education Programs, *Disadvantaged Youth, *Higher Education, *Minority Groups, Negro Students, *Special Programs

More and more colleges and universities are providing special compensatory programs for students coming from socially, economically and educationally disadvantaged backgrounds. The first part of this report discusses the general attributes of these programs--the admissions process, recruitment procedures, financial aid, pre-college courses and visits, and academic and social counseling. The second part reviews some of the accomplishments and implications of the programs, including their impact on various constituents of the university community. The third part examines in detail the characteristics of successful compensatory programs at 18 colleges and universities across the country. (JS)

ED 042 933 AA 000 616

Casasco, Juan A.

Corporate Planning Models for University Management.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Report No—R-4

Pub Date Oct 70

Note—18p.

EDRS Price MF-$0.25 HC-$1.00

Descriptors—*Administration, College Planning, *Higher Education, *Management, Management Systems, *Models, *Planning

This study aims first to examine the current status of corporate planning methods, and second, to explore the application of these methods and tools to universities. Several conceptual planning models relating corporate planning to university management are discussed. The report is addressed to administrators of small or medium-sized colleges and universities with limited financial resources. Suggestions are made for developing the preconditions necessary for efficient planning as well as for adopting appropriate corporate planning strategies. Figures illustrate the text. (JS)

ED 042 934 AA 000 617

Peterson, Richard E.

The Crisis of Purpose: Definition and Uses of Institutional Goals.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Report No—R-5

Pub Date Oct 70

Note—15p.

EDRS Price MF-$0.25 HC-$0.85

Descriptors—Educational Philosophy, *Higher Education, *Institutional Role, *Objectives, *Planning, *Research

Identifiers—*Delphi Technique

This report considers what kinds of academic philosophies are being questioned and by whom. Some of the rhetoric concerning the purpose of higher education is reviewed, several conceptual distinctions are drawn, and working definitions are offered for such terms as "function," "purpose," "goal," and "objective." General and specific uses of institutional goals are discussed, and several multi-college studies on goals are described. Consideration of the issues of institutional autonomy and power is followed by attention to 3 strategies for determining goals: by fiat, by committee, and by survey. Special emphasis is given to the uses of the Delphi Technique as a goal-determination strategy. References follow the conclusions. (JS)

ED 042 935 AA 000 618

Siffin, Catherine F. And Others

Author's Guide and Style Manual to Publications of the ERIC Clearinghouse on Reading. Preliminary Edition.

Indiana Univ., Bloomington.

Pub Date Nov 70

Note—76p.

EDRS Price MF-$0.50 HC-$3.90

Descriptors—*Authors, Bibliographic Citations, Bibliographies, *Guidelines, Guides, Manuals, *Publications, *Reading, Reading Materials, *Technical Writing, Writing

Guidelines for preparing monographs, short interpretive papers, and bibliographies for the ERIC Clearinghouse on Reading are given in Part I. Special considerations which are discussed concerning monographs are (1) identification of the problem area, (2) focus, (3) audience, (4) research base, (5) treatment of the research, (6) comprehensiveness, (7) controversy, and (8) organization. Procedures for writing monographs and information concerning the editing and printing processes are given. Special considerations concerning short interpretive papers are (1) delineation of the topic, (2) identification of the audience, (3) organization of the material, (4) emphasis on interpretation, and (5) selection of a bibliography. General information concerning the preparation of bibliographies includes a description of (1) the data base, (2) steps for bibliography preparation, (3) the introductory essay, (4) the author index, and (5) the subject index. Also, there is specific information concerning the preparation of annotated and abstract bibliographies. Part II, the Style Manual, describes in detail manuscript preparation, writing style, the preparation of tables, and referencing. In the appendix, samples of manuscript pages and bibliographic citations are given. (DE)

ED 042 936 AA 000 619

Migrant Education. PREP-19.

National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No—PREP-19

Pub Date Dec 70

Note—46p.

EDRS Price MF-$0.25 HC-$2.40

Descriptors—Disadvantaged Groups, Instructional Materials, *Interstate Programs, *Migrant Child Education, *Migrant Education, Migrant Problems, *Migrants, *Mobile Educational Services, Teacher Education

Identifiers—*Putting Research into Educational Practice (PREP)

"A Synthesis of Current Research in Migrant Education" has recently been prepared by Dr. James O. Schnur of New York State University College, Geneseo, for the ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, Las Cruces. PREP kit No. 19, based upon this document, covers such areas as characteristics of migrants; educational problems; existent programs by grade level; educational tests; teacher training programs; and recommendations, both general and curriculum-related. An annotated listing of current ERIC documents on instructional materials and guides for migrant education is included. The original document is available from ERIC Document Reproduction Service (EDRS) as ED 039 049. (Author/LS)

ED 042 937 AA 000 620

Simon, Anita, Ed. Boyer, E. Gil, Ed.

Mirrors for Behavior, An Anthology of Classroom Observation Instruments, 1970 Supplement, Vols. A and B.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Bureau No—BR-6-2867

Pub Date 70

Contract—OEC-1-7-062867-3053

Note—900p.
Available from—Selected university libraries and educational research and development institutions through interlibrary loans
Document Not Available from EDRS.
Descriptors—Anthologies, Classroom Communication, *Classroom Observation Techniques, *Communication (Thought Transfer), *Data Collection, *Interaction Process Analysis, Measurement Techniques, *Observation, Regional Laboratories, Student Behavior, Teacher Behavior

The 13 classroom observation systems included in this two volume supplement to "Mirrors for Behavior" Vol. I-XV are designed to collect data about human interaction in the teaching/learning process. The dimensions of the communication process being measured vary from system to system and include: classroom structure (who talks to whom, when and how), levels of cognitive and affective experience, classroom management, pupil activities, as well as components of nonverbal expression. The supplement consists of sets of published and unpublished documents which give theoretical rationales and descriptions of the 13 instruments included. When available, research studies, user's manuals, and other supplementary materials are included. The previous 15 volumes in the Mirrors for Behavior anthology (ED 029 833 and ED 031 613) provide an overview of 79 observation instruments. (Author)

ED 042 938 AA 000 621
Fineblum, Carol M.
Key Issues Concerning the Adoption of the Metric System and Implications for the Education of Exceptional Children.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 70
Note—12p.
EDRS Price MF-$0.25 HC-$0.70
Descriptors—*Exceptional Child Education, *Handicapped Children, Mathematics, *Measurement, Surveys
Identifiers—Metric System

A survey, a questionnaire, and a literature search were employed to determine what would be the implications of the adoption of the metric system for the education of exceptional children. Current experience of exceptional children with the metric system and problems associated with the use of the English system were determined. The needs of exceptional children in a learning experience are enumerated (clear presentation of concepts, sequential presentation from the concrete to abstract, apparent functional relevance of new learning). Exclusive use of the metric system is recommended. A rationale for its adoption for exceptional children is presented. Recommendations for facilitating the adoption are made in terms of classroom stratagem, educational personnel preparation, community responsibilities, and time considerations. (KW)

AC

ED 042 939 AC 004 788
Troll, Lillian E. Schlossberg, Nancy
How Age-Biased Are Counselors of Adults?
Pub Date [69]
Note—14p.
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Adult Counseling, Age Differences, *Age Groups, Colleges, *Counselors, Counselor Training, Developmental Tasks, *Discriminatory Attitudes (Social), Group Norms, Investigations, Professional Training, Questionnaires, Sex Differences, Universities
Identifiers—Age Norms Inquiry

A study was made to determine the extent of age bias among counselors working with adult clients in educational settings. An Age Norms Inquiry questionnaire was sent to counselors in 55 urban colleges and to members of the Adult Development Guidance Association (186 of 381 questionnaires were returned). Age bias was operationally defined as preference for completion of selected developmental tasks at earlier age levels. While no uniform opinion with respect to age norms and constraints was shown, and more than half of the respondents showed some age bias (50%+ bias on 19 of 32 items and over 75% on 5 items), there were a sizeable number who were vigorously opposed to any suggestion of age norms and who would fight for counseling each individual case on its own merits. Women counselors were generally less age biased but no other counselor characteristics measured (age, counseling experience, or training) showed any significant correlation with age bias. The division of items into family, general, and vocational-educational categories also did not relate consistently to the bias found. (Two tables of response data and the questionnaire used are included.) (DM)

ED 042 940 AC 008 076
Vanecko, James J. And Others
Community Organization Efforts, Political and Institutional Change, and the Diffusion of Change Produced by Community Action Programs. Final Report on Phase I.
National Opinion Research Center, Chicago, Ill.
Pub Date Dec 69
Note—259p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (PB-188-692, MF $0.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Bibliographies, *Community Action, Community Characteristics, *Community Organizations, Diffusion, *Disadvantaged Groups, Employment Practices, Evaluation, Neighborhood Improvement, Organizational Change, Political Power, School Community Relationship, *Social Change, Social Services, Statistical Data, *Urban Areas

The first part of a two phase project, this was an evaluation of characteristics of community action agencies (CAAs) which make them more or less effective in influencing other institutions to be more responseive to the needs and demands of the poor. CAA board members, representatives of the poor and other segments of the community, and administrators were interviewed in 50 cities of over 50,000 population to gather data on CAA activities, goals, and organizations, and neighborhood and city characteristics expected to be important factors in change. Emphasis was placed on how CAAs with differing goal orientations influence institutional change, processes of change in the public school and private welfare sectors, community organization as related to employment patterns and practices, and changes within (or related to) neighborhood political structures. Finally, evidence of diffusion of change was examined, ranging from simple advocacy of an innovation to the actual performance of a new or altered institutional function. (The document includes 27 references and 57 tables and figures.) (LY)

ED 042 941 AC 008 214
Utah Adult Education Services. Adult Education Report 1968-69.
Utah State Board of Education, Salt Lake City.
Pub Date May 70
Note—39p.
EDRS Price MF-$0.25 HC-$2.05
Descriptors—*Adult Basic Education, *Adult Education, Annual Reports, Civil Defense, Dropouts, High School Curriculum, Program Costs, *Program Evaluation, *Public School Adult Education, Resources, *Statistical Data
Identifiers—General Education Development Test, Utah

Major purposes for the preparation of this report on public school adult education in Utah were: to provide the public with a description of achievements, trends, and needs, and with meaningful cost accounting information; to make comparisons and analyses of adult education by program, school district, and year; and to provide the adult education personnel with needed program management and cost accounting information. The topics of discussion include: general adult education; adult basic education; estimation of program resources available for fiscal year 1969-1970; effective use of program resources; adult high school completion; civil defense education; and general educational development. Statistical tables are included. (PT)

ED 042 942 AC 008 279
Fagen, Richard R.
The Transformation of Political Culture in Cuba.
Pub Date 69
Note—271p.
Available from—Stanford University Press, Stanford, California ($8.50)
Document Not Available from EDRS.
Descriptors—Adult Education, Case Studies, Communism, Developing Nations, Economic Development, Leadership, *Literacy Education, *Mass Instruction, Nationalism, National Programs, Participation, *Political Socialization, Rural Areas, *Social Change, Spanish Americans, Speeches, Teacher Recruitment, Values, *Violence, Youth
Identifiers—Castro (Fidel), *Cuba

Cuba has experienced drastic social, economic, and political change since 1959. This book examines and analyses three important programs of Castro's regime which incorporate some of the distinctive features of the entire Cuban experience political socialization and cultural change; the literacy campaign of 1961, which was perhaps the most successful and important of the regime's mobilization efforts; the Schools Revolutionary Instruction--for some year Cuba's leading means of political education; and the Committees for Defense of the Revolution--Cuba's far reaching mass organization. Initial and concluding chapters discuss in more general terms the style and consequences of radical effort to transform Cuban society by creating a new kind of Cuban citizen. In appendixes the author presents lengthy translated portions of Castro's speeches. Another appendix reports on experiments in political socialization and culture change in three areas of rural Cuba visited between 1966 and 1968. (PT)

ED 042 943 AC 008 280
Typing as a Motivational Factor and an Instructional Process in Educating Undereducated Adults in the Tri-County Region of Western Appalachian Maryland. Final Report.
Allegany County Board of Education, Cumberland, Md.
Pub Date Jun 70
Note—44p.
EDRS Price MF-$0.25 HC-$2.30
Descriptors—*Adult Basic Education, Adult Dropouts, *Adult Learning, Attendance, Demonstration Projects, Disadvantaged Groups, *Educational Innovation, Enrollment, *Learning Motivation, Program Length, Psychomotor Skills, Research, Student Teacher Relationship, Teacher Aides, *Typewriting, Work Attitudes
Identifiers—Appalachia, Maryland

The purpose of this project grant was to develop an innovative system which will recruit, motivate, and retain the undereducated adult in the Western Maryland region of Appalachia. The evaluation of staff changes in attitude toward the device was made with positive results. The evaluation of class interaction between the experimental and the control groups was made. World-of-Work skills were explored but not proved any more adequate than regular adult basic education if instructional time was similar. Typing skills cannot be developed with the adult in 100 hours of combined academic and typewriting instruction, but the electric typewriter did provide an ego-building device and rationale to the associates for attending classes. The project did prove that the class size and attendance improved during the 100 hour experiment. Recommendations for further use on a 250 hour program was found to be needed to confirm that the 20% withdrawal from the program was realistic. (Author/DM)

ED 042 944 AC 008 311
Adult Armchair Education Program. Final Report, June 1967-March 1968.
Opportunities Industrialization Center, Inc. Philadelphia, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-4426
Pub Date 68
Grant—OEG-2-7-00426-4426
Note—48p.
EDRS Price MF-$0.25 HC-$2.50
Descriptors—*Adult Basic Education, Attendance, Community Programs, Curriculum, *Disadvantaged Groups, Educational Methods, *Home Programs, Indigenous Personnel, Leadership Training, Learning Motivation, Participant Characteristics, Pilot Projects, Program Evaluation, *Recruitment, Salaries, Subprofessionals, *Urban Areas
Identifiers—Philadelphia (Pennsylvania), *Project Adult Armchair Education

The Adult Armchair Education project (AAE) of the Opportunities Industrialization Center (OIC) in Philadelphia undertook instruction and skill development among the disadvantaged through learning groups in homes. Indigenous paid staff conducted direct, door-to-door recruitment. Classes, meeting once a week, 2 1/2 hours per session, for 10 weeks, concentrated on communication and computational skills, consumer education, minority group history, and community problems and solutions. The OIC curriculum department sometimes augmented by volunteers, gave additional support mainly through consultation and guidance. Instructional materials were designed, and group discussion was included, to promote maximum involvement and participation. Paraprofessional group leaders were trained as community volunteers and staff members in five leadership training sessions at selected homes. Special practical projects in such areas as consumer education and community problems were offered, backed up by staff followup visits and audiovisual presentations. A total of 80 homes and 1,179 trainees (892 actively attending) were enlisted. (A detailed evaluation appears, followed by data on participant characteristics, attendance, and motivation.) (LY)

ED 042 945 AC 008 396

Gregory, Francis

Preparation for Employment as a Motivator for Adult Basic Education.

Pub Date Mar 69

Note—16p.; Workshop paper

EDRS Price MF-$0.25 HC-$0.90

Descriptors—*Adult Basic Education, Bibliographies, *Disadvantaged Groups, Federal Programs, Interests, *Job Training, Motivation, *Motivation Techniques, Program Planning, Research Needs, *Unemployed

Presenting formal research findings and other evidence in a literature review, the author discusses the value of combining technical education and/or job training with adult basic education (ABE) as a means of motivating the educational participation of the functionally illiterate, hard core unemployed. Attention is given to special characteristics of the hard core unemployed, areas of potential educational interest for unmotivated, undereducated young adults, program planning priorities in manpower development, and the need for more adequate motivational research. It is concluded that the motivation barrier can be overcome, and that rapid literacy training and general educational progress (leading in turn to higher aspirations for self and family) can be realized in an occupational training situation. Also included are 29 references and a list of 28 Federal programs having an ABE component or purpose. (LY)

ED 042 946 AC 008 403

Devlin, Lawrence E.

Participation in Adult Education and Occupational Mobility. Abstract of a Dissertation.

Chicago Univ., Ill.

Pub Date Aug 70

Note—24p.

EDRS Price MF-$0.25 HC-$1.30

Descriptors—Abstracts, *Adult Education, Analysis of Variance, Attitudes, Correlation, Doctoral Theses, Educational Background, Income, *Males, Motivation, *Occupational Mobility, *Participation, Research, Socioeconomic Background, Work Experience

Based on analysis of differences among four groups of 40 males each, this study investigated the relationship between recent (within the past five years) adult education participation and occupational mobility. A 119 item questionnaire covering demographic background, early education, occupational history, amount of continuing education, attitudes toward current occupational status, perception of one's occupation, and the influence of continuing education experiences on life activities, was given to frequent and infrequent participants (FPs and IPs) in a program offered through a combined high school/junior college, and to nonparticipants aware and unaware (NPAs and NPUs) of the program. These were among major findings and conclusions: the four groups differed consistently, with participants highest, and NPUs lowest, in income, educational background, and father's occupational level; most educational activities in each group entailed occupational subject matter; frequent participation was positively related to upward mobility; and FPs differed from other groups in upward moves made even before participation in adult education. (Five tables and 22 references are included. This Ph. D. thesis will be available from Department of Photoduplication, University of Chicago Library, Swift Hall, Chicago, Ill. 60601) (LY)

ED 042 947 AC 008 412

Somers, Gerald G.

Pilot Feasibility Study of Training in Business and Industry.

Wisconsin Univ., Madison. Industrial Relations Research Inst.

Pub Date Sep 69

Note—39p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-188-049, MF $0.65, HC $3.00)

Document Not Available from EDRS.

Descriptors—*Business, Data Collection, *Feasibility Studies, Industrial Training, *Industry, Interviews, Questionnaires, Research Methodology, Statistical Analysis, Statistical Data, *Surveys, *Training

This eight city pilot survey tested the feasibility of conducting a nationwide mail survey of training in business and industry, including feasibility of the project for specific industry groups. Other objectives were to specify subject areas on which data might or might not be available; suggest a single questionnaire or series of questionnaires; obtain employer reactions to the survey procedures; propose additional areas for investigation; and analyze any collected data which might be useful. The original survey proposal was judged impractical. Recommendations were made to conduct personal interviews in a relatively small sample of firms of over 500 employees in a variety of industrial and geographical sectors, and to send a one page questionnaire to a larger national sample of firms. (The document includes questionnaires and 12 tables.) (LY)

ED 042 948 AC 008 416

The Second Treasury of Techniques for Teaching Adults.

National Association for Public Continuing and Adult Education, Washington, D.C.

Pub Date 70

Note—55p.

Available from—National Association for Public Continuing and Adult Education, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($2.00, single copy; discount on quantity orders)

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Adult Students, Communication (Thought Transfer), Community Resources, Disadvantaged Groups, Educational Technology, Evaluation, Guidance, *Individualized Instruction, Listening, *Programed Instruction, *Student Teaching, *Teaching Techniques, Testing

Studies have shown that many approaches developed for work with the disadvantaged work as well with adult students at all levels who are learning a variety of subjects and skills. Some of these techniques--programed instruction, students teaching other students, individualization of instruction with free and low-cost materials--are described in this booklet. Also discussed are: lively instruction using educational technology; guidance; listening and person-to-person communication; the town as a teaching tool; and testing and evaluating adult students. (PT)

ED 042 949 AC 008 444

Tripathi, Virenda

A Guide to Functional Literacy for Literacy Administrators and Workers.

Literacy House, Lucknow (India).

Pub Date 70

Note—164p.

Available from—Literacy House, P.O. Singar Nagar, Lucknow-5, U.P. India (Rs 5.00)

Document Not Available from EDRS.

Descriptors—*Adult Characteristics, Adult Literacy, Audiovisual Aids, Bibliographies, Dropout Prevention, Guides, *Illiterate Adults, Instructional Materials, *Literacy Education, Retention, Student Records, Supervision, *Teaching Methods, Testing

Identifiers—India

This guide provides an overview and practical suggestions for the literacy administrator and worker. Chapters deal with: an overview of the problem of illiteracy; adult learner characteristics; methods of teaching languages to illiterate adults; the organization, administration, and supervision of literacy classes; patterns of adult education; audiovisual materials; techniques of conducting a class; teaching material and equipment; followup services; dropouts; the teacher of adults; testing of adults; supervision; and literacy records. Appendixes include sample survey forms; articles required for literacy classes; a functional literacy syllabus; guidelines for formulating functional literacy projects; sample of test papers; statistics on literacy in India; and a bibliography. (DM)

ED 042 950 AC 008 487

Ford, John D., Jr. Slough, Dewey A.

Development and Evaluation of Computer Assisted Instruction for Navy Electronics Training. 1. Alternating Current Fundamentals.

Naval Personnel Research Activity, San Diego, Calif. Navy Training Research Lab.

Pub Date May 70

Note—38p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-706-728, MF $0.65, HC $3.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Analysis of Variance, Aptitude Tests, Bibliographies, *Computer Assisted Instruction, Control Groups, *Electronics, Experimental Groups, *Military Training, *Program Evaluation, Research, *Technical Education, Time Factors (Learning)

The report presents results of development and evaluation of the first computer assisted instruction (CAI) course segment for basic electronics. Following student tryout and revision the CAI segment was evaluated by comparing achievement and time scores of students who received training on the CAI segment with those receiving normal classroom training. Fifty-one students were randomly selected from classes and assigned to CAI. The remaining 200 students in these classes served as the control group. At the end of training, both groups took the standard Army school examination on this segment, and a supplementary test covering school objectives not tested by the particular school examinations in use at the time. Posttest performance and speed consistently favored the CAI group. (The document includes seven references and 18 tables and figures.) (Authors/LY)

ED 042 951 AC 008 488

Gerathewohl, Siegfried J.

Fidelity of Simulation and Transfer of Training: A Review of the Problem.

Federal Aviation Administration, Washington, D.C.

Report No—FAA-AM-69-24

Pub Date Dec 69

Note—21p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-706-744, MF $0.65, HC $3.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, Educational Specifications, *Equipment Evaluation, *Flight Training, *Realism, Research, *Simulated Environment, *Simulation, Transfer of Training

The document is concerned with the several kinds of flight simulators available today which are valuable tools for research, training, and proficiency measurement. They range from simple trainer type devices useful for learning specific tasks, to very sophisticated ground based facilities and aircraft used for crew training under simulated environmental and operational conditions. The various perceptual phenomena and performance modes observed indicate that it is not physical similarity of devices, but psychological, physiological, and operational realism, which determines realism in simulation. In general, the amount of transfer of training seems closely related to the degree of fidelity which can be provided. (Ten figures and 28 references are included.) (Author/LY)

ED 042 952 AC 008 489

Jolley, Oran B. Caro, Paul W., Jr.

Determination of Selected Costs of Flight and Synthetic Flight Training.

Human Resources Research Organization, Alexandria, Va.

Report No—TR-70-6

Pub Date Apr 70
Note—44p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-706-764, MF $0.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Comparative Analysis, *Costs, Equipment Maintenance, Facilities, *Flight Training, Mechanical Equipment, *Military Training, Officer Personnel, *Simulation
Identifiers—United States Army
As part of an analysis of the value of synthetic (simulated) training in the U.S. Army Aviation School, costs associated with the conduct of flight and synthetic training in the instrument phase of the Army's Officer/Warrant Officer Rotary Wing Aviator Course (helicopter operation) were identified and computed separately for each type of training. It was found that, for the factors considered, the hourly cost of flight training at the time of this study (September 1966) was about six times as great as the corresponding cost of synthetic flight training. The report describes sources for and treatment of data, and the major assumptions made in allocating the costs. (Twenty tables and an organizational chart are included.) (Authors/LY)

ED 042 953 AC 008 490
Ward, Joseph S. And Others
Instructor's Guide, Description of Course and Lesson Outlines for: 1. An Integrated Modified BCT/AIT Program for Conscientious Objectors (COs) in Training for Medical Corpsmen ... 2. An AIT Program for All Medical Corpsmen ... 3. A Modified BCT Program for COs...
George Washington Univ., Alexandria, Va. Human Resources Research Office.
Pub Date Feb 69
Note—830p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-704-753, MF $0.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Armed Forces, Curriculum Guides, Educational Methods, Emergency Programs, *Enlisted Men, Equipment, Experimental Programs, *Health Personnel, *Individual Instruction, Instructional Aids, Instructional Materials, Instructional Staff, Lesson Plans, *Military Training, Subprofessionals, Units of Study (Subject Fields)
Identifiers—*Conscientious Objectors, United States Army
This instructor's guide contains lesson outlines, at Army Subject Schedule level, for experimental programs of conscientious objector (CO) and corpsman training proposed in another Human Resources Research Office report. Most of the present document (Appendixes B-E) covers the following: (1) integrated basic and advanced individual training (MBT/AIT) to qualify COs as corpsmen; (2) an advanced individual program to be given to all corpsman trainees if the Army Medical Training Center (USAMTC) lacks the personnel and plant capabilities for presenting the integrated MBT/AIT, or to be given to non COs if the integrated program is given to COs; (3) modified CO basic training designed to replace the courses currently taught at the USAMTC if the Center lacks sufficient facilities and personnel for the integrated MBT/AIT program; (4) detailed lesson plans applicable to the three programs described above. Lesson objectives, methods, study references, facilities, instructional aids, and trainee equipment are stated for each period of instruction. A general introduction deals with concepts and desired skills, followed by instructor requirements and the improvements incorporated in the courses. (LY)

ED 042 954 AC 008 493
Graham, Robert G. Gray, Clifford F.
Business Games Handbook.
Pub Date 69
Note—480p.
Available from—American Management Association, Inc., 135 West 50th Street, New York, N.Y. 10020 ($22.00)
Document Not Available from EDRS.
Descriptors—Aerospace Industry, Agriculture, Banking, Bibliographies, *Business, Computers, *Decision Making, Forestry, *Industry, Insurance Occupations, *Management Development, *Management Games, Participation, Petroleum Industry, Retailing, Simulation, Transportation, Wholesaling
The aim of this handbook is to provide training directors and all others interested in business games with an organized listing and description of business games and their sources; and to provide a source of sufficient data to help them select games for a particular purpose. The games are categorized as general purpose games, used in management and decision making; and particular purpose games, developed for use in decision making in particular occupational areas. The book is divided into three parts. The first part includes introductory readings aimed at introducing the concept of the game, use of general and special purpose games; and industry use of games for training. The second presents abstracts of more than 200 games currently being used--description, purpose, and administration of the game, sources of information, and decisions made by the participant. Occupational areas covered by industrial games include: advertising, aerospace, agribusiness, banking, forest products, insurance, petroleum, transportation, and retailing and wholesaling. The third part contains a bibliography of articles and books. (PT)

ED 042 955 AC 008 496
Roy, Prodipto And Others
Two Blades of Grass: A Summary of Two Studies on Agricultural Innovation in India.
National Inst. of Community Development, Hyderabad (India).
Pub Date 68
Note—46p.
Available from—National Institute of Community Development, Hyderabad 30, India, (Rs. 3/-)
EDRS Price MF-$0.25 HC-$2.40
Descriptors—Academic Achievement, *Adoption (Ideas), Agricultural Production, *Agriculture, Community Leaders, Community Size, *Developing Nations, Distance, Electricity, Extension Agents, *Farmers, *Innovation, Mass Media, Political Affiliation, Resource Allocations, Social Agencies, Social Services, Social Structure
Identifiers—*India
Under contract with the United States Agency for International Development and Michigan State University, a study was made comparing diffusion of innovations in Brazil, Nigeria, and India. In India, the study was in two phases: a survey of 108 villages in Andhra Pradesh, Maharashtra, and West Bengal; and a study of adoption behavior among 680 farmers from eight villages in these states. In the villages, it was found that adoption was positively related to the presence of supporting institutions (schools, panchayats, and cooperatives) and access to, and contact with mass media channels of communication. Leaders' receptivity to change affected the whole village. Contact with the outside world was positively related to agricultural adoption among the farmers: contact with extension agents; visits to the city; mass-media contact; secular orientation; and knowledge of political leaders. India should make investments in the social sciences, as well as in agricultural technology; should view supporting institutions as a necessary part of the social infrastructure; should strengthen mass communications; and make plans for employment of labor released from larger, mechanized farms. (EB)

ED 042 956 AC 008 497
Thompson, Margaret A.
Contamination of New Careerists by Professionalization: Fact or Fancy?
Minnesota Univ., Minneapolis.
Pub Date Jun 69
Note—81p.
EDRS Price MF-$0.50 HC-$4.15
Descriptors—*Changing Attitudes, Communication (Thought Transfer), *Community Involvement, Dropouts, *Indigenous Personnel, Low Income Groups, Manpower Utilization, Persistence, *Professional Recognition, Psychological Characteristics, Research, Role Perception, Self Concept, *Subprofessionals, Training
Identifiers—Minneapolis (Minnesota), *New Careers
A study was undertaken to analyze the New Careerist's perception of his involvement in his own community and his proximity to the role of the professional in his agency, among a group of 185 previously low-income persons in the Minneapolis New Careers program. The author relates the New Careerist's position to the concept of the 'marginal man,' who is now moved to the fringe of his own poverty group by having found gainful and secure employment. She raises the question of whether the program has not weakened the New Careerists' relationships with their own neighborhoods, perhaps by removing them from their neighborhoods for a good part of the day. Despite this marginality of the New Careerist's role, responses to a brief questionnaire indicated that participants' community orientation was stronger than their professional orientation. In contrast, dropouts from the program exhibited several characteristics of professionalism to a greater extent from the outset than did those who stayed in. (MF)

ED 042 957 AC 008 502
Stewart, W. A.
Rand Symposium on Pilot Training and the Pilot Career; Recollections of the Chairman.
Rand Corp., Santa Monica, Calif.
Pub Date Mar 70
Note—16p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-707-098, MF $0.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Aircraft Pilots, Costs, *Flight Training, *Military Training, Motivation, Personnel Selection, Research Needs, Simulation, Student Evaluation, Transfer of Training
Identifiers—United States Air Force
Topics discussed in this 1970 symposium included the economics of flight training, careers in flying, college versus high school graduates, defining the trained pilot, motivation and selection, innovation in pilot training, training goals, transfer of training, and the role of simulators. Conferees agreed that the present Air Force undergraduate pilot training program not only represents sizeable advances in technique and methodology over the recent past, but is also relatively flexible and responsive to innovation. (Author/LY)

ED 042 958 AC 008 504
Lau, Alan W. And Others
A Non-Cognitive Test Battery as a Predictor of Class "A" School Performance.
Naval Personnel Research Activity, San Diego, Calif. Navy Training Research Lab.
Pub Date Mar 70
Note—21p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-704-491, MF $0.64, HC $1.00)
Document Not Available from EDRS.
Descriptors—Academic Achievement, Bibliographies, Correlation, *Enlisted Men, *Grades (Scholastic), Interests, *Military Training, Motivation, Occupations, Prediction, *Predictive Validity, *Psychological Tests, Research, Self Concept
Identifiers—United States Navy
This research investigated the effectiveness of the Hand Skills Test, or HST (motivation), Navy Activities Preference Blank (NAPB), and the Navy Adjectives List (NAL) on self-concept, in augmenting the validity of the Basic Test Battery (BTB) for predicting Class "A" enlisted school performance. The three noncognitive tests were administered experimentally to incoming students at seven schools varying widely in curriculum, and to a sample of Submarine School students. Scores were combined with BTB subtests to determine if noncognitive test scores supplemented BTB measures in multiple regression equations. Results indicated that neither the NAPB, NAL, nor HST contributed significantly toward prediction. Further evaluation of these instruments is not indicated. (The report includes six tables and nine references.) (Authors/LY)

ED 042 959 AC 008 509
Adair, John
Training for Leadership.
Pub Date 68
Note—158p.
Available from—MacDonald and Company (Publishers) Ltd., St Giles House, 49-50 Poland Street, London, W.1. England (25s.)
Document Not Available from EDRS.
Descriptors—Armed Forces, Courses, Environmental Influences, Evaluation, Industry, *Interpersonal Relationship, *Leadership Qualities, Leadership Responsibility, *Leadership Training, Management Development, Military Training, Officer Personnel, Personality, Research, *Selection, Self Actualization

An indepth study of how to select and train for effective leadership is based on the belief that though innate character traits play a role of leadership, leadership potential can be developed. The author's theory known as "functional leadership," stresses that leadership is an interaction among leader, group members, and situation. The good leader is the one who, by virtue of his personality, knowledge and training, is able to provide the functions necessary to enable the group to achieve its task and to hold it together as a working team. The book also discusses the functional approach to leadership, field leadership training, developing leadership in industry, and leadership training for junior managers. The author draws on numerous examples--soldiers, explorers, politicians, businessmen--to illustrate the good leader. (PT)

ED 042 960 AC 008 511

Clarke, Ronald F., Ed.

Continuing Literacy.

Pub Date 68

Note—194p.; Proceedings of the Third Conference of the Adult Education Association of East and Central Africa, January 1-6, 1968

Available from—Milton Obote Foundation, Adult Education Centre, Kampala, Uganda

Document Not Available from EDRS.

Descriptors—Adult Education, *Adult Literacy, Bookmobiles, Conference Reports, *Developing Nations, Followup Studies, Journalism, Library Services, Professional Associations, Publishing Industry, Reading Materials, *Reading Skills, *Regional Cooperation, *Retention, Teaching Methods

Identifiers—Central Africa, East Africa

The aim of this conference was to stimulate joint action among organizations involved with adult education in east and central Africa, as well as publishers, journalists, librarians and book distributors; it focused on the problems of keeping people reading and improving their ability to read in any language. Opening addresses covered reading skills, problems of getting books to the people, and problems in cooperation. Participant papers discussed literacy work in the Sudan, Ethiopia, Uganda, Ghana, Kenya, and Zambia; books, bookselling, and journalism; the East African Literature Bureau Mobile Distribution Scheme; and readability and reading habits. Since links have been made with west and north Africa, as well as east and central Africa, it was decided to change the name of the association to the African Adult Education Association; the constitution is included. (PT)

ED 042 961 AC 008 512

Puzzuoli, David A.

A Study of Teaching University Extension Classes by Tele-lecture.

West Virginia Univ., Morgantown.

Pub Date Aug 70

Note—73p.

EDRS Price MF-$0.50 HC-$3.75

Descriptors—*Academic Achievement, College Students, Comparative Analysis, *Electromechanical Aids, Elementary School Teachers, Engineering, Industrial Personnel, *Instructional Technology, Mathematics, Questionnaires, Student Attitudes, *Telephone Instruction, Televised Instruction, *University Extension

Identifiers—Mann Whitney U Test, West Virginia University

After an overview of literature on tele-lecture models, a study was made of the applicability of teaching university extension courses by tele-lecture and electrowriter. At West Virginia University, courses in mining engineering and in modern mathematics were given to college classes (control group) and also, using tele-lecture and electrowriter, to extension classes in Beckley, 265 miles distant (experimental group). Comparative analysis of the achievement of the two groups, using the T-Test and F Ratio, showed that achievement by the extension classes was equal to, or significantly greater than, that of students in the on-campus classes. Analysis of extension student questionnaire responses, using the Mann-Whitney U Test, supported the thesis that success in tele-lecture teaching is greater when the professor limits continuous lecturing to 20-25 minutes, provides printed material, uses audiovisual techniques as a supplement, makes a number of personal visits (two or three) to the class, and bases the class on problem solving techniques. (The questionnaire is included.) (DM)

ED 042 962 AC 008 513

ERIC Clearinghouse on Adult Education; Publications, 1969-1970.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Pub Date Oct 70

Note—20p.

EDRS Price MF-$0.25 HC-$1.10

Descriptors—Adult Basic Education, *Adult Education, Adult Educators, Age Differences, *Annotated Bibliographies, Educational Needs, Family Life Education, Management Development, Physical Facilities, Professional Training, Programed Instruction, Research, Supervisory Training, University Extension, Womens Education

Beginning with general information on the scope and subject coverage of the ERIC Clearinghouse on Adult Education (ERIC/AE) and on principal periodicals covering the literature, this annotated bibliography lists 74 literature reviews, research registers, ERIC/AE current and basic information sources, Central ERIC and Government Printing Office publications, and other documents. Such subject areas and concerns as adult educator preparation, aging, community education, management development, industrial training, programed instruction, professional continuing education, and foreign adult education are represented. Prices and order numbers are given. Also included is the ERIC Document Reproduction Service order form. Certain items, marked with an asterisk, are also available from Adult Education Association of the USA, 1225 Nineteenth Street, N.W., Washington, D.C. 20036. (LY)

ED 042 963 AC 008 515

Taoufik, Rabah

La place de l'education des parents dans l'education permanente (The Role of Parent Education in Continuing Education).

International Federation for Parent Education, Paris (France).

Pub Date Feb 68

Note—20p.

EDRS Price MF-$0.25 HC-$1.10

Descriptors—*Comparative Education, Developed Nations, Developing Nations, *Educational Methods, *Educational Needs, Organizations (Groups), *Parent Education, Surveys

Beginning with the historical background of parent education this international survey report briefly analyzes parental educational needs (defined in terms of parent child communication, family school relations, and the impact of rapid social change); the place of parent education in literacy programs; information services, parental consultations, and other educational approaches; provisions for developing parent educators; and examples of organizational cooperation in providing parent education in Belgium, Cameroon, France, Great Britain, Hungary, Iran, Italy, Switzerland, Tunisia, Yugoslavia, and the United States. A number of suggestions on mass media use and other matters are noted. The document includes charts on parent education organizations and program content in 13 nations. Page 8 was missing from original document. (LY)

ED 042 964 AC 008 527

Lund, Mary

A Guide to the Training of Office Supervisors.

Pub Date Nov 69

Note—32p.; BACIE Training Manual No. 4

Available from—British Association for Commercial and Industrial Education, 16 Park Crescent, London WIN 4AP, England

Document Not Available from EDRS.

Descriptors—Educational Opportunities, Evaluation Methods, *Office Occupations, *Office Practice, Organizations (Groups), Program Administration, *Program Planning, *Supervisory Training, *Training Techniques

Identifiers—Great Britain

Intended as a practical guide, this British booklet concentrates on characteristics of office supervisors, analysis of job features and training needs, steps in planning and launching programs, forms of internal and external supervisory training, programed instruction and other training techniques, recordkeeping and overall program direction, and approaches to evaluating training schemes as well as trainee performance. Initial on the job training by superiors, company courses and conferences, industrial supervisor courses sponsored by the Ministry of Labour, and courses by professional organizations, are covered in particular detail. (LY)

ED 042 965 AC 008 546

Mant, Alistair

The Experienced Manager, A Major Resource.

British Inst. of Management, London (England).

Pub Date Dec 69

Note—53p.

Available from—British Institute of Management, Management House, Parker Street, London W.C.2, England (25s)

Document Not Available from EDRS.

Descriptors—Administrator Characteristics, Attitudes, Bibliographies, Business, *Educational Needs, *Educational Opportunities, Environmental Influences, *Evaluation, Industry, *Management Development, Off the Job Training, Organizational Climate, Perception, Surveys

Results are presented of a survey of British top executives (largely from smaller companies) as to general difficulties and specific educational or developmental needs facing experienced business managers. First, a definition of an experienced manager is elaborated, followed by familiar managerial types, conditions conducive to learning, the internal dynamics of company manpower systems, and typical forms of management development. Next comes a brief review of educational sources, including relevant government departments. Two findings are stressed: (1) most company heads who feel they have successfully dealt with motivation, mid career job improvement, obsolescence, and other management development problems had done so through organizational improvements and more appropriate management styles rather than by training; (2) most successful programs were closely job oriented and involved problem oriented project work, preferably in collaboration with outside schools and consultants. Further questions as to clientele, educational wants or needs, suitable methods and settings, and likely sources of experimentation and change are raised in the conclusion. Appendixes give additional data on managers' attitudes, perceptions, and expectations. (LY)

ED 042 966 AC 008 548

Employee Training in the Federal Service, Fiscal Year 1969.

Civil Service Commission, Washington, D.C. Bureau of Training.

Pub Date Feb 70

Note—134p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1970 0-376-550, $1.25)

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—*Annual Reports, *Federal Government, Females, *Government Employees, *In-service Education, Interagency Cooperation, Males, Management Development, Occupations, Professional Continuing Education, Program Costs, Program Evaluation, Salaries, Statistical Data, Technical Education, Trainers, Units of Study (Subject Fields)

This fiscal year 1969 report presents new developments affecting training in the Federal service, followed by training data and analyses, and a statistical review. Part 1 reviews new policy, training for supervisors and executives, service to the undereducated and other special employee groups, and two court decisions. Part 2 indicates variance in participation by pay system, man hours, agency, fiscal year, pay grade (GS level), type or level of training, and source (internal, interagency, nongovernmental); full time and part time training personnel; salary expenditures for training staff; interagency and nongovernment expenditures; special interest areas (interagency, agency training centers, off campus facilities, studies and reports, long term nongovernment programs); and contributions of training as related to current performance, future program and staffing needs, new missions and programs, avoidance of technological obsolescence, and the provision of unavailable skills. Part 3 gives agency abbreviations, a training participation summary, and a general statistical breakdown by agencies. Fifty-two tables and figures are included. (LY)

ED 042 967 AC 008 550

Williams, Janice Hurst Dotson, Robert S.

Some Selected Clothing Construction Practices of Two Selected Home Demonstration Club Member Groups in Knox County, Tennessee. Research Summary of a Graduate Study.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Oct 70

Note—21p.; Extension Study No. 10

EDRS Price MF-$0.25 HC-$1.15

Descriptors—*Adoption (Ideas), Age Differences, Bibliographies, *Clothing Instruction, Educational Background, Employment Level, Family Status, Females, Home Economics Education, Human Resources, Income, Information Sources, Investigations, Motivation, *Participation, Program Evaluation, *Rural Extension, *Workshops

This study in Knox County, Tennessee, was done to determine how those attending Extension clothing construction workshops differed from others; which recommended clothing instruction practices were being used; and factors influencing respondents to adopt or reject practices. Forty-five participants and a random sample of 45 nonparticipants were interviewed. Data were analyzed by numbers, percentages, and adoption ratings. Results indicated that the average home demonstration club member in the county in 1967 was about 49, had three family members, reported a gross family income of $7,867, was not employed, had some training in home economics, and had used two information sources on clothing construction during the previous year. Adoption ratings (including overall scores) were higher for participants than for nonparticipants on all 14 practices. Greatest differences (cited in order) were on clean finishing, trimming seams, applying zippers, staystiching, reading labels and hang tags when buying fabrics, using interfacing, and making darts. Factors influencing adoption included employment status, sources of assistance and instruction in clothing construction, and the types of training received. (Authors/ LY)

ED 042 968 AC 008 551

Schwartz, Bertrand

Contenu et pedagogie de la formation et de l'enseignement (Content and Methodology for Adult Education and Training).

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Manpower and Social Affairs.

Pub Date 70

Note—38p.

Available from—Organisation de Cooperation et de Developpement Economiques, 2, rue Andre-Pascal, Paris-16e, France

EDRS Price MF-$0.25 HC-$2.00

Descriptors—*Adult Education, Educational Certificates, Enrollment, *General Education, Group Dynamics, *Group Instruction, *Industrial Training, Manpower Development, Motivation, Occupations, Statistical Data, *Teaching Methods, Technical Education, University Extension

Identifiers—Centre Universitaire de Cooperation Economique Soc, France

Beginning with basic socioeconomic and cultural aims of adult and continuing education, in France, this paper discusses difficulties (intellectual, sociological, and otherwise) in reaching adults and meeting their educational needs by conventional, individual oriented means. It then outlines a collective, group process oriented approach to adult education, with particular reference to industrial settings. The appendix describes a program of general and technical education developed during 1964-69 by the Centre Universitaire de Cooperation Economique et Sociale (CUCES) for iron miners in Lorraine, followed by a flexible new national scheme of adult diploma courses. Six tables are included. (LY)

ED 042 969 AC 008 552

Caspar, Pierre

Formation des adultes ou transformation des structures de l'entreprise (Manpower Development or the Transformation of Industrial Structures).

Pub Date 70

Note—262p.; Text in French

Available from—Les Editions d'Organisation, 5, rue Rousselet, Paris-7e, France

Document Not Available from EDRS.

Descriptors—Action Research, Administrative Personnel, *Adult Educators, Bibliographies, Cement Industry, Change Agents, Courses, Engineers, *Industrial Personnel, *Manpower Development, *Organizational Change, Research Methodology, Statistics, *Training

Identifiers—Centre Universitaire Cooperation Economique Soc, France

This action research study describes how the Centre Universitaire de Cooperation Economique et Sociale (CUCES) set up an initial instructor training program for senior engineers in a large French cement firm and eventually progressed toward overall organizational change. Beginning with research methodology and some practical problems encountered in intervention, the report recounts the preparation of engineers as statistics instructors, followed by the orientation of plant managers, extension of statistical training to engineers and managerial personnel, and an engineering job study. The third and fourth stages of intervention are then explained; these were the involvement of sales directors, plant executives, and other top managers in organizational change, accompanied by gradual withdrawal by the CUCES change agent from the change process. Finally, the project is assessed in terms of the use of statistics in the intervention process, as well as the theoretical perspective (largely sociological) provided by the CUCES. Also included are the course outline, two charts, and an extensive bibliography. (LY)

ED 042 970 AC 008 554

Jocher, Herbert

The Future Shape of Permanent Education.

Council of Europe, Strasbourg (France). Council for Cultural Cooperation.

Pub Date Jun 70

Note—19p.; Studies on Permanent Education, No. 15

EDRS Price MF-$0.25 HC-$1.05

Descriptors—*Adult Education, *Continuous Learning, *Educational Change, *Educational Philosophy, *Educational Planning

Identifiers—*Europe

Continuing education in Europe will require constant renewal, democratic feedback, and personal flexibility. In its future form, it might begin with basic education as a foundation for vocational education, which in turn would evolve into forms of further training, refresher training, and retraining in keeping with the ideal of a dynamic, free society. A comprehensive system is needed which gives each individual opportunities for lifelong education suited to his talents, wants, and needs. Guidance and evaluation must also be improved. Finally, Europe will need an integrated continuing education system based on advanced technology. (LY)

ED 042 971 AC 008 555

Frese, H.H.

Permanent Education in the Netherlands.

Council of Europe, Strasbourg (France). Council for Cultural Cooperation.

Pub Date May 70

Note—36p.; Studies on Permanent Education, No. 14

EDRS Price MF-$0.25 HC-$1.90

Descriptors—*Adult Education, Bibliographies, *Continuous Learning, *Educational Change, *Program Proposals, *Social Change

Identifiers—*Netherlands

Beginning with general aspects of continuing education in the Netherlands, this paper discusses individual needs and the nature of sociocultural change and continuity as a background for proposing a pluralistic model of lifelong education. New patterns of compulsory and adult education, methods, institutions, and professional roles are suggested at the local level, buttressed by a multimedia network offering audiovisual and other services. Probable features of such a system are evaluated, and steps are outlined for achieving social change. Fourteen references are included. (LY)

ED 042 972 AC 008 556

[La Formation des adultes.] (Adult Education).

National Inst. for Adult Education, Nancy (France).

Pub Date 70

Note—33p.

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Adult Education, Adult Educators, *Adult Learning, Behavioral Sciences, Bibliographies, Comparative Education, Concept Formation, National Programs, *Professional Education, *Programed Instruction, *Research, Teacher Education

Identifiers—France

These collected papers discuss uses and limitations of programed instruction in adult basic education; a national French inservice scheme for preparing teacher educators and training vocational teachers at the secondary school programs; the application of specific behavioral sciences in France by various occupational groups in several forms of adult and continuing education; and research on factors affecting adult learning and concept formation. Ten references are included. [Not available in hardcopy due to marginal legibility of original document.] (LY)

ED 042 973 AC 008 560

Kanun, Clara

The Open Door--Revolving; A Study of Courses Completed and Credits and Grade Point Averages Earned by Evening and Special Class Students, 1964-65 -- 1967-68.

Minnesota Univ., Minneapolis. General Extension Div.

Pub Date 70

Note—42p.; Research Report No. 4, Part 2

EDRS Price MF-$0.25 HC-$2.20

Descriptors—Adult Dropouts, *Analysis of Variance, Attendance, College Credits, Comparative Analysis, *Day Students, Educational Certificates, *Enrollment, *Evening Students, Longitudinal Studies, Persistence, Special Programs, Statistical Data, Summer Programs, *University Extension

Identifiers—University of Minnesota

In this longitudinal study at the University of Minnesota General Extension Division, four groups of registrants in evening classes were compared on credits and grade point averages earned. Comparisons involved 1964-65 evening class registrants only, persistent registrants, and those also participating, or not participating, in day classes. Emphasis was placed on the relationship and overlap of day and evening registrations; variance by course status and/or certificates, completion, and (for day students) colleges or divisions attended, were also noted. In keeping with the first part of this study, the findings tended to indicate that the majority of evening class registrants enroll for and complete a few credits every year, while more persistent registrants approach the evening class program as an opportunity for degree or certificate completion. (The document includes 19 tables and one reference.) (LY)

ED 042 974 AC 008 561

Kanun, Clara

Patterns of Student Attendance, 1964-65--1967-68.

Minnesota Univ., Minneapolis. General Extension Div.

Pub Date 70

Note—26p.

EDRS Price MF-$0.25 HC-$1.40

Descriptors—Age Differences, Analysis of Variance, *Attendance Patterns, *Day Students, Degrees (Titles), Educational Background, *Evening Students, Females, Independent Study, Longitudinal Studies, Males, Marital Status, *Persistence, Scheduling, Summer Programs, *University Extension

Using official records and two sample surveys, this longitudinal study analyzed patterns of attendance and persistence among University of Minnesota General Extension Division evening class (EC) students. They tended to be young (under 30), male, and married. Roughly half each year were new to the university as well as to the evening classes. About 35% of the EC students registered only once; and 31% for two quarters or a year. The rest attended intermittently. Those with day and evening classes registered more persistently and intermittently over the years than "EC only" students. More than 72% of all EC students had had some college; over 27% held degrees (mainly from the University of Minnesota). Degree holders included 13% with baccalaureates and 14% with graduate degrees or some graduate work. Most EC students (70-75%) either attended evening classes only, or combined day and evening study to gain a degree and/or certificate. Relatively few pursued combinations

involving summer sessions or independent study. (LY)

ED 042 975 AC 008 574

Campos, Miguel A. *Williams, David R.*

Plan para las Escuelas "Sabatinas" (Plan for the "Saturday Schools").

Ministry of Public Education, San Jose (Costa Rica).

Pub Date Apr 70

Note—9p.; Text in Spanish

EDRS Price MF-$0.25 HC-$0.55

Descriptors—*Adult Students, Census Figures, Costs, *Developing Nations, Educational Background, Educational Methods, *Elementary Education, Enrollment, Instructional Materials, Instructional Staff, *Program Proposals, Scheduling, *Special Programs, Units of Study (Subject Fields)

Identifiers—*Costa Rica

The Escuelas "Sabatinas" (Saturday Schools) program in Costa Rica will be for adults 18 and over who wish to obtain a primary school diploma on the basis of maturity, and who have enough general knowledge, intelligence, and maturity to undertake independent study supplemented by formal instruction. The course will run two years, 36 weeks a year, with a four hour session once a week. Instruction in Spanish, mathematics, social studies, science, and human development will be accompanied by social and cultural activities. Magazines and radio will be used extensively to complement classroom work and outside assignments. Such criteria as economy and flexibility will be used in choosing textbooks. Advantages of the program for students and teachers, and in terms of administration, are expected to be considerable. (The document includes an estimate of teachers and students per school, estimated cost of materials, and educational census data.) (LY)

ED 042 976 24 AC 008 575

Doty, Barbara A.

Postdoctoral Fellowship in Educational Research. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0634

Pub Date Sep 70

Note—6p.

EDRS Price MF-$0.25 HC-$0.40

Descriptors—*Adult Basic Education, *Educational Research, *Fellowships, *Post Doctoral Education

The author describes her activities and accomplishments during a fellowship tenure and provides an assessment of the effect of the scholarship policy on her achievements. She concentrated on adult basic education (ABE) programs, literature, and research. Activities included participation in a workshop in adult basic education, and in meetings of the Illinois Adult Education Roundtable; and interviewing educators in adult basic education. She compiled and read about 35 titles which covered the field of ABE. Participation in research involved the designing of two pilot studies, one dealing with the evaluation of mental abilities in semi-illiterate adults; the other with the use of operant conditioning and money reinforcements in teaching adults. The research fellowship was invaluable to her, and the lack of restrictions placed upon activities allowed her to sample a variety of useful experiences. (PT)

ED 042 977 AC 008 583

Crown, Barry Michael

An Evaluation of Selected Cognitive and Social Dimensions in Poverty Intervention Project Participants.

Florida State Univ., Tallahassee.

Pub Date Aug 69

Note—98p.; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-8555, MF $3.00, Xerography $5.00)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, *Behavior Change, Bibliographies, Child Care, *Cognitive Ability, Control Groups, Doctoral Theses, Evaluation, Experimental Groups, Females, *Homemaking Education, Interpersonal Competence, *Lower Class Parents, Measurement Instruments, Middle Class Parents, *Mothers, Values, Verbal Ability

This study evaluated the functioning of 20 lower class mothers who had participated in the Project Know How (PKH) child care and family life education program at Florida State University. They were compared with control groups of 20 lower class (LCC) and 20 middle class (MCC) mothers on cognitive complexity or ability, interpersonal competence, philosophies of life, and verbal intelligence. Compared to LCC mothers, the PKH mothers showed significantly greater interpersonal competence and verbal intelligence, and displayed greater sympathetic concern as well as more enjoyment through action. MCC mothers showed greater cognitive complexity, interpersonal competence, and verbal intelligence than the PKH group. PKH participants approximated the middle class mothers in social restraint and self-sufficiency. It was inferred that the PKH program accounted for differences between PKH and other lower class mothers. (Author/LY)

ED 042 978 AC 008 584

Hampton, Leonard Albert

An Analysis of Critical Behaviors of Cooperative Extension Agents in the Performance of Their Jobs.

North Carolina State Univ., Raleigh.

Pub Date 69

Note—70p.; Ed. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-9185, MF $3.00, Xerography $3.80)

Document Not Available from EDRS.

Descriptors—Behavior, Bibliographies, Critical Incidents Method, Doctoral Theses, *Extension Agents, Investigations, *Job Analysis, Models, Performance Factors, Program Administration, Program Evaluation, Program Planning, *Role Perception, *Rural Extension, Task Performance

Identifiers—Cooperative Extension Service

Using the critical incident technique, this study assessed the consistency between actual on the job behaviors of Cooperative Extension agents and their expected or inferred tasks as portrayed in a county agent role model encompassing 31 tasks and seven phases, and three broad categories of activity. Interviews were held with 204 Extension agents, who offered 402 critical incidents (descriptions of their effective or ineffective performance). The role model classified 243 behaviors as "planning," 153 as "execution," and only six as "evaluation." Most behaviors fell within seven of the 31 tasks. The three leading tasks came under planning; the next four, under execution. However, one executive and five planning tasks failed to account for any behaviors. Agents generally seemed to consider evaluation less vital than planning or executive functions. (Author/LY)

ED 042 979 AC 008 585

LeClair, Lowell Vincent

A Study of the Relationship of Three Factors--Perceived Need Deficiency, Importance of Need Fulfillment, Perception of Education as a Mobility Facilitator--to Participation in Educational Activities.

Michigan State Univ., East Lansing.

Pub Date 69

Note—154p.; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-9584, MF $3.00, Xerography $7.20)

Document Not Available from EDRS.

Descriptors—Age Differences, Analysis of Variance, Bibliographies, Distance, Doctoral Theses, Educational Background, Employment Level, Family Status, Females, Income, *Industrial Personnel, Job Tenure, Males, Marital Status, *Motivation, Need Gratification, Occupational Mobility, *Participation, *University Extension, Work Experience

This study assessed three factors in adult education participation by industrial employees: (1) perceived need deficiency on the job; (2) importance of need fulfillment; (3) perception of education as a means of advancement. A measure of perceived need deficiency was applied to 177 participants and 149 nonparticipants in classes at Purdue University. Participants were significantly higher on variables one and three, slightly higher on variable two. The two groups differed significantly in salary, age, sex, marital and family status, tenure commitment to present employer, perception of mobility opportunities in the present position, and perceived importance of upward mobility; but not in work history, job level, education, or distance lived from university extension facilities. The typical participant was young, salaried, married, dissatisfied with his position, with the company under three years, in the present job under a year, not committed to the present employer, willing to leave for a better job, and very interested in upward mobility. (Author/LY)

ED 042 980 AC 008 586

A Study of Selected Factors Associated with Participation Orientation toward Education and Job Training among Adults Residing in Low Socioeconomic Communities of North Carolina.

North Carolina State Univ., Raleigh.

Pub Date 69

Note—151p.; Ed. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-9250, MF $3.00, Xerography $7.20)

Document Not Available from EDRS.

Descriptors—*Adult Education, Age Differences, Bibliographies, Depressed Areas (Geographic), Doctoral Theses, Educational Background, *Educational Interest, Employment Level, Females, Income, *Job Training, *Low Income Groups, Males, Marital Status, Mobility, Motivation, *Participation, Race, Residential Patterns

Identifiers—North Carolina

Focusing on 6,710 adults in 31 low socioeconomic North Carolina communities, this study examined levels of educational and job training participation in relation to selected personal and situational characteristics. Personal interviews elicited data on age, sex, race, marital status, employment status, family income, educational level, place of upbringing, current residence, qualities desired in one's job, and willingness to move to get a good job, as well as past and current participation and interest in future participation. These were some major findings: (1) about 1/5 of the adults had had some form of adult education or job training, and about 2/3 expressed an interest in future participation; (2) participation orientation was negatively related to family income and age, slightly higher for women than for men, slightly higher among nonwhites than whites, and higher for those with nine through eleven years of education than for higher or lower levels; (3) urban dwellers and urban reared adults tended to be more likely to participate than their rural counterparts. (Author/LY)

ED 042 981 AC 008 587

Richardson, Jeri Pamela

The Freedom Quilting Bee Cooperative of Alabama: An Art Education Institute.

Indiana Univ., Bloomington.

Pub Date Jun 69

Note—262p.; Ed. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-7982, MF $3.40, Xerography $11.95)

Document Not Available from EDRS.

Descriptors—Activities, Administrative Organization, *Adult Education, *Art Education, Bibliographies, *Cooperatives, Doctoral Theses, Educational Methods, Environmental Influences, Females, *Handicrafts, Historical Reviews, Negroes, Objectives, Taxonomy

Identifiers—Alabama, *Freedom Quilting Bee Cooperative

Using an institution description taxonomy, this study surveyed the Freedom Quilting Bee Cooperative (FQB) of Alabama, comprised of Negro women who make and sell folk quilts. The history of the FQB and the area served was traced from slavery through the Depression, the New Deal, World War II, and postwar years up to Martin Luther King's movement. Socioeconomic, political, and other local conditions were also noted. FQB training and other functions were described within a framework including a cooperative institution, economic enterprise, political entity, self-help project, cultural exchange medium, and other components. After describing the total institution, the study discussed how the FQB Cooperative promotes such broad objectives as skill development and cultural identity. It then compared FQB learning methods and content with methodology in other areas of adult education, and considered ways in which current FQB methods might be applied elsewhere. Recommendations for a community learning center, service to young people, and

other services were offered, followed by ideas on further research. (Author/LY)

ED 042 982 AC 008 588

Rademaker, Elizabeth Spencer

Development of a Manual for Training Teacher Aides.

Oregon Univ., Eugene.

Pub Date Aug 69

Note—316p.; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-9466, MF $4.05, Xerography $14.40)

Document Not Available from EDRS.

Descriptors—Adult Basic Education, Bibliographies, Disadvantaged Youth, Doctoral Theses, Dropouts, Historical Reviews, Inservice Education, *Manuals, Participant Involvement, Preservice Education, Program Evaluation, Program Planning, Student Certification, *Teacher Aides, Testing, Theories, *Training, Training Techniques

Based on two years of training for teacher aides involved in a high school equivalency program (HEP) for disadvantaged youth, a manual was developed to equip nonprofessionals to conduct basic skills classes in similar settings. The training program used task analysis in setting up the basic skills classes, and a group dynamics approach in which teacher trainees were actually involved in program planning and implementation. Two groups of nonprofessional teachers pursued three and four week preservice and continuous inservice training. They had primary responsibility for classes of ten to 15 students, planning and presenting class lessons, and directing individual learning activities. The second year, two former trainees were employed as associates, helping the trainer plan the program and supervise the trainees. Informal program evaluations by students and staff, both professionals and nonprofessionals, were obtained by interviews and a student questionnaire. The training manual itself stresses role playing and the involvement of teachers in planning learning activities. (The document includes historical and theoretical background discussions.) (Author/LY)

ED 042 983 AC 008 589

Russ, Porter Lawrence

A Study of Land-Grant College and Tennessee Valley Authority Staffs' Perception of the Rapid Adjustment Program Concept.

North Carolina State Univ., Raleigh.

Pub Date 69

Note—150p.; Ed. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-9219, MF $3.00, Xerography $7.00)

Document Not Available from EDRS.

Descriptors—Adult Educators, *Analysis of Variance, Bibliographies, *Demonstration Programs, Doctoral Theses, Educational Responsibility, Evaluation Criteria, Extension Agents, Land Grant Universities, Objectives, Opinions, Organizations (Groups), *Perception, Program Planning, *Rural Extension, Specialists

Identifiers—*Rapid Adjustment Program, Tennessee Valley Authority

This study assessed the consensus among and between members of land grant college (LGC) and Tennessee Valley Authority (TVA) staffs on perceptions of a farm demonstration program called the Rapid Adjustment Program (RAP); and measured the effect of organizational affiliation (TVA or LGC), position, tenure, educational level, major area of study, and time devoted to the RAP, on perceptions. The 188 questionnaire respondents, all directly involved in developing, implementing, and evaluating the RAP concept, expressed themselves on four major RAP subconcepts; objectives, clientele, task, evaluation criteria. Respondents' current work situation, prior experience, and learned behavior had some effect. Certain disagreements on the importance of individual subconcepts were also related to organization, position, and education. Communication of the RAP concept seems to have occurred mainly among program specialists. Improved methods were suggested for conveying the concept to persons in other positions. (LY)

ED 042 984 AC 008 590

Wallace, John Moffat

Factors Affecting Perceived Ability to Introduce Change among Agency for International Development Trainees.

Michigan State Univ., East Lansing.

Pub Date 69

Note—119p.; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-9649, MF $3.00, Xerography $5.80)

Document Not Available from EDRS.

Descriptors—*Ability, Analysis of Variance, Attitudes, *Change Agents, Changing Attitudes, Developing Nations, Doctoral Theses, Experience, Factor Analysis, Geographic Regions, Interaction, Investigations, Participant Characteristics, Perception, *Self Evaluation, Seminars, *Technical Assistance, *Trainees

Focusing on 221 Agency for International Development (AID) trainees from 32 developing nations, this study evaluated the impact of past experience, personal attitudes and preferences about change, perceptions of another person's attitudes and related behaviors, and a Michigan State University/AID seminar on communications, on self evaluations of ability to introduce change. Data were gathered by two questionnaires, one before and one after the seminar. Individual, interpersonal, and organizational past experience proved highly significant; moreover, individual perceptions of others' perceptions and attitudes tended to outweigh one's own. Self evaluation scores declined somewhat as a result of the seminar. Low scoring participants became more optimistic; high scorers, more pessimistic. Findings also suggested that, if a participant prefers a high level of structure initiated by his supervisor, and has not judged himself effective in introducing change in the past, he may not become an effective change agent. (LY)

ED 042 985 AC 008 592

Panes, Paul Benjamin

A Series of Adult Reading Improvement Lessons for Instructional Television.

New York Univ., N.Y.

Pub Date 68

Note—427p.; Ed.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-7346, MF $5.45, Xerography $19.35)

Document Not Available from EDRS.

Descriptors—*Adult Students, Audiovisual Aids, Bibliographies, *Curriculum Guides, Doctoral Theses, Educational Methods, Educational Objectives, *Instructional Television, *Lesson Plans, Reading Comprehension, *Reading Improvement, Reading Skills, Reading Speed, Scripts, Study Skills, Vocabulary

Aimed at adults reading on a junior high school level, this study developed a series of reading improvement lessons for use with instructional television. Special problems included identifying the desired skills, determining specific instructional methods, and choosing modes of presentation suitable for television. Pertinent data were gathered from research studies and other literature. A model lesson was written, videotaped, and viewed by a panel of experts. Their suggestions were submitted to the investigator, who incorporated them in the lesson plans. Seventeen lessons were prepared on study skills, comprehension and interpretation, reading rate, and vocabulary; each lesson was then presented in identical format. Two presentations--a script outline and a television guide booklet--were made for each lesson. Designed for television directors, the script indicates the time devoted to each activity as well as audio and video presentations. The booklets include lesson numbers, topics, lesson plans and objectives, summaries of telecast content, important principles, and suggested followup activities, followed by references and visual aids. (LY)

ED 042 986 AC 008 593

Nave, Wallace King

Adult Basic Education Teacher Trainers: Their Characteristics, Attitudes, and Values.

North Carolina State Univ., Raleigh.

Pub Date 69

Note—125p.; Ed.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-9207, MF $3.00, Xerography $6.00)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, Age Differences, Analysis of Variance, *Attitudes, Bibliographies, Caucasians, Changing Attitudes, Doctoral Theses, Educational Background, Evaluation, Females, Institutes (Training Programs), Knowledge Level, Males, Negroes, Residential Patterns, *Teacher Educators, Teacher Experience, *Values

Identifiers—Allport Study of Values

This study examined relationships between adult basic education (ABE) teacher characteristics, major value orientations, and attitudes toward the ABE program. Subjects were participating in a three week national teacher trainer institute. Independent variables included age, sex, race, educational background, ABE experience, and residence. Data were gathered by the Allport Study of Values and three instruments developed by the researcher. Pretests and posttesting revealed significant increases in cognitions (knowledge and understanding) and affect (emotional response), thus showing that the overall training objective had been achieved. Race was the only independent variable significantly related to value orientation. Negro subjects tended to be more interested in people (social), while whites showed more interest in economic (utilitarian) and political (power) values. Expressed attitudes toward ABE were generally quite favorable, but were negatively related to educational level. (LY)

ED 042 987 AC 008 594

Weaver, Richard L., II

Forum for Ideas: The Lyceum Movement in Michigan, 1818-1860.

Indiana Univ., Bloomington.

Pub Date Aug 69

Note—250p.; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-7517, MF $3.25, Xerography $11.25)

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Debate, Doctoral Theses, *Historical Reviews, *Lecture, *Organizations (Groups)

Identifiers—*Lyceums, Michigan

Beginning with the lyceum founded in 1818 by Justice Woodward, the Michigan movement flourished until 1860, eventually including 35 lyceums. Lewis Cass, Henry Schoolcraft, Douglas Houghton, and others brought the movement to Detroit, whose Young Men's Society later provided strong leadership and other support. There were 14 lyceums along the Grand River Road, 11 of them in Grand Rapids. As Grand Rapids grew, its single lyceum gave way to business, scientific, labor, law, and library lyceums. The Ann Arbor lyceum was spontaneous and unorganized, often meeting only once or twice a year. The Marshall lyceum had to rely heavily on local talent. In Kalamazoo, enthusiastic participation and well chosen debate topics helped the lyceum movement develop consistently. Of questions debated in Michigan lyceums, 17% pertained directly or indirectly to slavery. Members maintained a forum for controversial ideas; and lectures (often inexpert) appealed to members' intense educational interest. These lyceums were significant because they existed on a large scale over a long period, contributed to the lives of outstanding civic leaders, dealt with most current issues, aided the formation of libraries and museums, stimulated education and self-improvement, and encouraged an interest in science. (Author/LY)

ED 042 988 AC 008 596

Cass, Angelica Watson

The Role of Television in Reaching Illiterate Adults with a Literacy Program Series.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date 69

Note—113p.; Ed. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-12,544, MF $4.00, Xerography $6.00)

Document Not Available from EDRS.

Descriptors—Community Agencies (Public), Community Attitudes, Community Cooperation, Doctoral Theses, Evaluation Criteria, *Illiterate Adults, *Individual Characteristics, Instructional Materials, *Literacy Education, Production Techniques, Publicize, Recruitment, Research, *Teaching Methods, *Television, Testing

Identifiers—New York City, *Operation Alphabet, Philadelphia

This study aimed to establish standards of excellence for a television series of literacy programs; to describe the planning, production, and broadcast of one series, Operation Alphabet; and to measure the performance against the standards. A series of 100 1/2-hour programs, operation Alphabet was aimed at achieving the third grade reading level. Created in Philadelphia and shown successfully there in 1961, it was made available to television stations throughout the

country. In 1962 NAPSAE was given copyright and booking rights; it issued supplemental materials in book form and instructions for procedures. In New York City, the series was given over three stations (commercial, educational, and high frequency) at three times each day. Individual tests were created by the State Department of Education and distributed by branch libraries; certificates of completion were offered. When the performance was compared with standards of excellence, it was considered that all but three of 36 were met adequately with but few gaps. Three were not met: provision for widespread publicity and recruitment; frequent and varied repetition of the content of the program; and the response of society to the new literates. It was recommended that there must be adequate lead time and funding, use of leaders of the subculture, and followup procedures. Public apathy must be overcome. (EB)

ED 042 989 AC 008 600

Pace, Lois W.

A Study of Attitudes of Married Women toward Married Women's Employment.

Missouri Univ., Columbia. Extension Div.

Pub Date Jun 70

Note—131p.; Final Report

EDRS Price MF-$0.75 HC-$6.65

Descriptors—Age Differences, Analysis of Variance, *Attitudes, Educational Background, Employment, Employment Level, Family Attitudes, Family Income, Family Status, *Females, *Housewives, Investigations, Perception, Questionnaires, Residential Patterns, Volunteers, Work Experience, *Working Women

This study investigated the place of personal and background factors in attitudes of married women toward married women's employment. The interview schedule, including an attitude inventory devised by the researcher, was administered to a sample of 236 women in northeastern Missouri. Significant relationships were found between attitudes and these variables: employment experience, educational level; family income, perception of husband's attitude and children's feelings, and occupational status. No relationship to age, family status, place of residence, satisfaction from housework, evaluation of family income, or satisfaction with volunteer service, was found. Groups who viewed women's employment favorably were those who had worked since marriage; had some college or vocational training; had family incomes of $10,000 or more; perceived husbands, children, and peers as approving of their employment; and were employed in higher status occupations. Several implications were derived for continuing educators and employment personnel. (LY)

ED 042 990 AC 008 608

Quinn, Richard P. And Others

Turnover and Training: A Social-Psychological Study of Disadvantaged Workers.

Michigan Univ., Ann Arbor. Survey Research Center.

Pub Date Sep 70

Note—299p.

EDRS Price MF-$1.25 HC-$15.05

Descriptors—Age Differences, Analysis of Variance, Changing Attitudes, *Disadvantaged Groups, Financial Support, Job Placement, *Job Training, *Labor Turnover, *Males, Marital Status, *Negroes, Program Evaluation, Questionnaires, Racial Attitudes, Skill Development, Statistical Data, Work Attitudes, Work Environment, Work Experience

This study surveyed experiences and characteristics of hard core unemployed black men entering a vestibule training program conducted by a large manufacturing firm; and a comparison group of "direct hires." Vestibule trainees were guaranteed an entry level job after completing several weeks of training. Turnover among direct hires was attributed largely to monotonous, physically exhausting, or dangerous working conditions reported; but several personal characteristics (being young and unmarried, poor job history, not having to pay most of one's household bills and darker skin) were also relevant. Training program turnover was related to trainee attitudes toward the scheduling of training sessions; it was highest among darker skinned trainees with militant racial attitudes. Although training may have changed attitudes (especially toward time, work, and personal sense of achievement), it had no discernible effect on job skill development or subsequent turnover. Emphasis was urged on improving working conditions on industrial entry level jobs rather than training men to adapt to unpleasant, high turnover jobs. (The document includes questionnaires, 54 tables and figures, and items used in statistical comparisons.) (LY)

ED 042 991 24 AC 008 612

Kreitlow, Burton W.

Basic Explorations in Adult Re-Education. A Terminal Report from the Adult Re-Education Project.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Bureau No—BR-5-0216

Pub Date Apr 70

Contract—OEC-5-10-154

Note—15p.; Theoretical paper No. 25

EDRS Price MF-$0.25 HC-$0.85

Descriptors—*Adult Learning, Attention Span, Bibliographies, *Cognitive Processes, Concept Formation, *Disadvantaged Groups, Females, Illiterate Adults, Literacy, Middle Class, Models, *Perception, Problem Solving, *Research, Verbal Ability

In this study designed to generate hypotheses concerning adult learning, cognitive processes, and the reeducation of disadvantaged adults, the phenomena of concept attainment, symbol manipulation, verbal behavior, differential instruction, and awareness levels were investigated. Attention focus (cognitive style) in the concept attainment process was not satisfactorily measured. The symbol manipulation process of literate and illiterate adults varied sufficiently to suggest further testing. The verbal behavior of lower class rural adult women was distinctly limited when compared with middle class rural women in the same community. This suggested that differentiated instructional programs should be examined. A design for manipulating the instructional variables was developed for possible use in dealing with variance in the "awareness stage" of learning. The present report summarizes conditions which suggested investigation, the objects for preliminary explorations, and resultant findings. (Twelve references, two tables, and a diagram are included.) (Author/LY)

ED 042 992 AC 008 613

Proceedings Book of the National Conference on Continuing Education for Nurses (1st, Williamsburg, Virginia, November 10-14, 1969).

Virginia Commonwealth Univ., Richmond.

Pub Date Nov 69

Note—225p.

EDRS Price MF-$1.00 HC-$11.35

Descriptors—Adult Learning, Bibliographies, Educational Technology, *Financial Support, Health Personnel, *Nurses, Professional Associations, *Professional Continuing Education, Program Administration, *Program Evaluation, *Program Planning, Public Health, Questionnaires, Regional Programs

As underlined in papers and group discussions, the growth of nursing continuing education (NCE) requires a fuller commitment within the profession to the ideal of lifelong learning, improved self-diagnosis of needs, and a profession wide program of continuing career development. A national survey of existing NCE programs shows a predominance of full time directors (27 with master's degrees, four with doctorates, one baccalaureate); numbers of full time nurse faculty range from three to 23. Recourse to budgets, fees, grants, and tuition for financial support varied widely. One program's experience of how to get funds stressed the importance of identifying needs and securing a strong diversity of sources. NCE participation studies at the University of Wisconsin and elsewhere reveal (among other things) strong motivation to undertake and persist in NCE programs, especially among nurses who pay their own fees. Meanwhile, such new concepts as health teams, career ladders, and a continuing education core curriculum are emerging. (The document includes an overview of regional nursing programs in several states, telephone instruction and other audiovisual technology, and issues in program evaluation.) (LY)

ED 042 993 AC 008 616

In-Service Education for Case Workers in Home Management Improvement for Welfare Recipient Families in Ten Eastern Kentucky Counties.

Morehead State Univ., Ky. School of Applied Sciences and Technology.

Pub Date Aug 70

Note—40p.

EDRS Price MF-$0.25 HC-$2.10

Descriptors—*Caseworkers, Followup Studies, *Home Management, *Inservice Education, Participant Satisfaction, Pilot Projects, Program Content, Program Evaluation, Questionnaires, Teaching Methods, *University Extension, *Welfare Recipients, Workshops

Identifiers—Kentucky

Morehead State University conducted inservice workshops in home management for 42 social caseworkers in eastern Kentucky. The subjects covered were community resources; family planning; clothing, gardening, and nutrition; and environmental sanitation and home nursing. Teaching methods included lectures, field trips, buzz sessions, questions and answers, group presentations, movies, film strips, and transparencies. Participants felt the most interesting subjects were sanitation, home nursing, gardening, family planning, and nutrition for the elderly. The lecture method was rated most effective; films and film strips were also ranked high; discussion groups were rated least effective. Before the workshops, sanitation and home nursing had been the least familiar topics; it was felt that they were well covered but there was a need for more material on home nursing. After several weeks, a followup questionnaire showed that participants felt the information about food stamps and donated food programs, environmental sanitation, community resource agencies, and home nursing had been most beneficial to case workers when working with clients. Money management and family planning were topics they felt least prepared to discuss with their clients. (EB)

ED 042 994 AC 008 617

Woods, Barbara

Professional Nursing in State Service: Needs and Recommendations. A Skills Inventory of Registered Nurses Employed by the Commonwealth of Massachusetts.

Pub Date Feb 70

Note—72p.

EDRS Price MF-$0.50 HC-$3.70

Descriptors—Bibliographies, Educational Background, *Educational Needs, Educational Opportunities, Federal Programs, Government Employees, Grants, Inservice Education, *Nurses, *Personnel Needs, Professional Education, *Recruitment, *Salaries, State Government, State Legislation, Teacher Experience

Identifiers—Massachusetts

This study analyzed factors in attracting and recruiting professional nurses into Massachusetts state service. Although Massachusetts had relatively many registered nurses (RN), 45% were inactive. Resulting shortages were great, especially in state hospitals. All agencies had high turnover, with impending staffing crises in some agencies because many experienced nurses were nearing retirement age. A majority of nurses surveyed expressed interest in inservice training programs (especially in psychiatric nursing) which build on previous education. Of all state service nurses, 12% had baccalaureate degrees, 7% had graduate degrees, and 81% had diplomas or associate degrees only. There were new nursing programs in state institutions, but many did not meet RN needs because of lack of accreditation and other problems. Because Federal, state, and private sources of financial aid were readily available, educational costs were no great obstacle. Citing inadequate salaries (much below private hospital levels) as the Chief handicap in recruitment and retention, the Governor's Standing Committee on Nursing recommended higher salaries, together with improvements affecting patient care, recruitment, administration, and education. Increases of 11% and 5%, respectively, were urged in the proportion of baccalaureate and graduate degree holders. (LY)

ED 042 995 AC 008 626

Correspondence Study: Student Evaluation. Phase II, Part I of the State-Wide Correspondence Study.

Washington Univ., Seattle. Office of Institutional Educational Research.

Report No—IER-127-2

Pub Date Apr 70

Note—38p.

EDRS Price MF-$0.25 HC-$2.00

Descriptors—College Credits, *Correspondence Study, Demography, Interinstitutional Cooperation, Questionnaires, *State Universities, Statistical Data, *Student Attitudes, *Surveys, *University Extension
Identifiers—Washington State

A questionnaire survey of student attitudes toward correspondence study at three of five four year colleges in the state of Washington, conducted by the Office of Institutional Education Research of the University of Washington, using a format similar to its study of faculty attitudes in 1968, brought a response of 50% , which was augmented by a telephone followup of 50 nonrespondents. It was found that the three participating schools did not serve the same clientele. Demographically, Eastern Washington State College students were older, more apt to be female, married, and possess more formal education than students from Central Washington State College and the University of Washington. The institutions tended to serve students who lived near them. High proportions of the Central State college and the state university were primary and secondary school teachers. The most general shortcoming of the correspondence courses was felt to be lack of contact with faculty and other students. Perhaps this and the restriction on the number of credits a student could earn through correspondence were the reasons that students limit themselves to 1-3 correspondence courses. Advantages were home study and lack of family and job disruptions by schooling. (26 tables and the questionnaire used in the study are included.) (DM)

ED 042 996 AC 008 636
Greene, Mark R. And Others
Preretirement Counseling, Retirement Adjustment, and the Older Employee.
Oregon Univ., Eugene. School of Business Administration.
Pub Date Oct 69
Note—336p.
EDRS Price MF-$1.25 HC-$16.90
Descriptors—*Adjustment (to Environment), *Adult Counseling, Analysis of Variance, *Attitudes, Evaluation, Financial Support, Geographic Location, Income, *Industrial Personnel, Marital Status, Organization Size (Groups), Participation, Physical Health, Prediction, Questionnaires, *Retirement, Statistical Data, Work Attitudes

This study analyzed relationships between successful adjustment to retirement, preretirement counseling, and the psychological, economic, and other background characteristics of individual employees. A preliminary study in the western states showed no small companies, and relatively few other, with preretirement counseling programs of any consequence. Eight large and medium sized companies, four with and four lacking such programs, constituted the sample; 648 retirees and employees were interviewed. Most retirees (75%) accepted retirement as such, but many retirees and employees opposed mandatory retirement policies. Finances, health, activities, retirement attitudes, previous retirement planning, morale, and job skill level were significantly related to good adjustment; resistance to retirement correlated with income, activities, financial planning, health, enjoyment of activities, retirement attitudes, and marital status. Activities, health, and financial planning were especially germane. It was concluded that preretirement counseling programs aided adjustment and weakened older employees' resistance to retirement, as well as improving morale and job related attitudes. (The report includes 331 tables, methodology of the study, and questionnaire.) (LY)

ED 042 997 AC 008 641
Durston, Berry H., Ed.
Planning and Organizing Programmes in Adult Education.
New England Univ., Armidale (New South Wales).
Pub Date Jan 69
Note—38p.
EDRS Price MF-$0.25 HC-$2.00
Descriptors—*Adult Education Programs, Agricultural Education, Animal Science, Art Education, Community Involvement, Community Schools, Farmers, Farm Management, General Education, *Program Planning, *Rural Areas, Rural Extension, *Short Courses, Teaching Methods, *University Extension
Identifiers—Australia, *University of New England

These papers cover planning, organization, and administration of programs conducted by the Department of University Extension of the University of New England (New South Wales); they are concerned primarily with rural extension. The first paper reviews elements of program planning and program implementation in general. The second evaluates an extension program by applying a model of the program planning process developed by Boyle. Papers three and four describe in detail the planning and organizing of non-residential and residential schools for adults, with emphasis on the challenge these techniques hold for the adult educator. The fifth paper is a reappraisal of the place of the arts in the education of adults. The sixth paper stresses the importance of thorough program planning and draws some implications of the present monograph for the adult educator. (Editor/NL)

ED 042 998 52 AC 008 652
Paolucci, Beatrice And Others
Institute in Consumer Education for Disadvantaged Adults. Final Report.
Michigan State Univ., East Lansing.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0462
Pub Date Apr 70
Grant—OEG-0-9-320462-4124(725)
Note—168p.
EDRS Price MF-$0.75 HC-$8.50
Descriptors—Bibliographies, *Consumer Education, *Disadvantaged Groups, Economic Disadvantagement, *Institutes (Training Programs), Lower Class, *Professional Continuing Education, Questionnaires, Rural Areas, Socioeconomic Influences, Sociology, Typology, Urban Areas, *Vocational Education Teachers

This two week professional development institute was designed to equip vocational education personnel for work with the disadvantaged. Participants (business educators and home economists) were expected to acquire basic understanding of the problems of disadvantaged adults; explore consumer education services now available to the poor; identify approaches for coordinating school consumer education programs with those offered by other agencies; develop plans for program expansion; and select and/or construct suitable resource materials. Implications of vocational education amendments, the problems of low income consumers, consumer issues viewed in a socioeconomic and political context, and an orientation to alternative educational strategies, were stressed in the first week. The second week was largely devoted to developing the actual strategies for reaching and teaching disadvantaged adults, as well as a sharing of participants' previous work with consumers. It proved difficult to separate consumer problems from broader psychosocial and economic problems; and it was concluded that an interdisciplinary, multiproblem approach is needed. The participants also had an opportunity to examine their own roles in vocational education. (Author/LY)

AL

ED 042 999 24 AL 001 068
King, Paul E.
Bilingual Readiness in Primary Grades; An Early Childhood Demonstration Project.
City Univ. of New York, N.Y. Hunter Coll.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—PD-107
Bureau No—BR-5-0725
Pub Date Dec 66
Contract—OEC-4-10-101
Note—144p.
Available from—Author, 78 E Palisade Avenue, Englewood, N.J. 07631
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—Acculturation, *Bilingual Education, Bilingual Students, Bilingual Teachers, *Demonstration Projects, *Early Childhood Education, Educational Technology, *English (Second Language), Intercultural Programs, Learning Readiness, Negro Students, Parent Attitudes, Primary Education, Racial Composition, Spanish Speaking, Story Reading

The dual objective of this demonstration project was to show "how the reality of two or more language and ethnic groups present within one integrated classroom could be utilized to develop (1) bilingual readiness in both English-speaking and Spanish-speaking children, and (2) positive attitudes toward and respect for one's own native language and culture as well as the language and culture of other groups by the children of all backgrounds, by school personnel, by parents, and other community groups." The major ethnic/racial populations of the three participating New York City public schools consisted of Spanish-speaking children of Puerto Rican and Central and South American backgrounds, and English-speaking Negro and white children. A total of 15 kindergarten and four first-grade classes participated in the program, which was conducted by a bilingual teacher specialist for approximately 15 minutes per day throughout the 1964-65 and 1965-66 school years . Despite "-horizontal differences in background" and "vertical differences in experience and personality," the kindergarten children appeared "unusually ready" for a program matching their stage of development and maturity. This report consists of an outline of the rationale and objectives of the Project; a discussion of the methods, results, conclusions, implications, and recommendations; and related correspondence. (AMM)

ED 043 000 24 AL 002 498
Valencia, Atilano A.
Instructional Effectiveness of Fifteen Video, Oral English Programs with Non-English Speaking Mexican American, Puerto Rican, and Cuban Adults. 1969-70 Field Study Report.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.
Bureau No—BR-6-2827
Pub Date Jul 70
Contract—OEC-2-7-005081-5081
Note—58p.
EDRS Price MF-$0.50 HC-$3.00
Descriptors—Adult Education, Adult Programs, Cognitive Development, *English (Second Language), Language Proficiency, Language Tests, Oral Expression, *Program Effectiveness, *Spanish Speaking, Statistical Analysis, Student Attitudes, *Testing Programs, *Video Tape Recordings

The first field testing of the Adult Basic Education Oral Language video tapes, conducted during 1968-69, included five television video lessons and used three testing conditions: a classroom condition with video exposure, a classroom condition with video exposure and follow-up drills conducted by a teacher, and a home condition with video exposure and no drills. Only the home setting treatment (found advantageous in terms of cost) was used in the 1969-70 video field testing program. The testing scheme was designed specifically to determine the effectiveness of 15 English as a Second Language video programs among rural adult Mexican Americans in two different geographical areas, urban Mexican American adults in two different geographical areas and time arrangements, and urban Cuban and Puerto Rican adults. It is concluded that the video programs do not tend to affect a dramatic change in attitude toward learning and using English among Mexican Americans, Cubans, and Puerto Ricans, but is also is noted that the majority of the subjects in the experimental population already have a favorable attitude toward this variable. It can be tentatively concluded that, where the population attitude is lowest, greater goals are realizable through the Program. This report includes an outline of the research design, statistical findings, summary, conclusions, and recommendations. (AMM)

ED 043 001 AL 002 533
Slobin, Dan I.
Suggested Universals in the Ontogenesis of Grammar.
California Univ., Berkeley. Language and Behavior Research Lab.
Spons Agency—California Univ., Berkeley. Inst. of International Studies.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No—WP-32
Pub Date Apr 70
Note—20p.
EDRS Price MF-$0.25 HC-$1.10
Descriptors—*Child Language, Cognitive Development, *Grammar, Information Storage, Language Development, *Language Universals, Memory, *Mental Development, *Psycholinguistics, Semantics, Suprasegmentals, Syntax

This paper represents a preliminary attempt to determine universals of grammatical development in children. On the basis of language acquisition data, a limited number of findings are presented in the form of suggested developmental universals. These universals are grouped according to the psychological variables which may determine them, in the hope that it may someday be possible to predict facts of linguistic development from principles of mental development. The underlying assumption of this work is that the child brings certain operating principles to bear on the task of learning to speak. Some of these principles stem from his general cognitive development and some are a product of his psychological capacity to process and store information. Some of the latter principles may be specific to the manipulation of language but no particular claim is made here as to their innateness. Two broad aspects of mental development are considered. The first section of the paper deals with developing cognition of the social and material worlds (cognitive variables); the second section deals with the particular abilities of the human mind to deal with linguistic structures (language processing variables). The discussion is limited to the development of grammar. (Author/FWB)

ED 043 002 AL 002 539
Hatch, Evelyn And Others
The Five-Year Old's Comprehension of Expanded and Transformed Conjoined Sentences.
Southwest Regional Educational Lab., Inglewood, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-9
Pub Date 1 Jan 69
Note—23p.
Available from—Southwest Regional Laboratory for Educational Research and Development, 11300 LaCienega Blvd., Inglewood, California 90304
Document Not Available from EDRS.
Descriptors—*Child Language, Listening Comprehension, Memory, *Psycholinguistics, *Sentences, Statistical Analysis, Tape Recordings, *Transformations (Language)

The present study explores accuracy and speed of responses by the five-year-old child to expanded and conjoined sentences. The following factors were considered: (a) number of transformations, (b) types of transformations, (c) auxiliary-type sentence expansion and (d) type of query (those designed to elicit responses which should reflect comprehension of syntax versus those designed to elicit responses which should reflect comprehension of sentence meaning). Subjects were kindergartners from the American English speech community of Los Angeles. Since psycholinguistic literature suggested that number of transformations might reflect comprehension difficulty, the conjoined sentences used in the experiment were arranged according to the number of operations or transformations they exhibited. Results of the experiment showed, however, that number of transformations was not a useful predictor or the speed or accuracy of the child's responses to the types of sentences used. Sentence expansion was also not considered significant. Transformation type seemed to be pertinent to locating problem areas of difficulty in sentence comprehension, but it was not clear to what extent generalizations regarding this factor could be drawn from the data derived from the present study. (Author/FWB)

ED 043 003 24 AL 002 546
Garvey, Catherine Dickstein, Ellen
Levels of Analysis and Social Class Differences in Language.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—R-83
Bureau No—BR-6-1610
Pub Date Oct 70
Grant—OEG-2-7-06160
Note—18p.
EDRS Price MF-$0.25 HC-$1.00
Descriptors—*Analysis of Variance, Child Language, Cognitive Ability, Cognitive Processes, Language Patterns, Language Styles, Negro Dialects, Nominals, Racial Factors, *Social Dialects, *Social Differences, Socioeconomic Influences, *Sociolinguistics, Syntax, *Verbal Ability

Previous studies have demonstrated that certain differences in speech behavior can be related to the social characteristics of speakers. However, these studies have not explicitly examined the effect of level of linguistic analysis on correlations observed between language variables and status variables. Three levels of analysis of a linguistic construction were selected for study: grammatical form, lexical choice and use of a predication type. The corpus was the speech of forty-eight dyads of children (male, female; low, middle socioeconomic status; Negro, white) performing three problem solving tasks. The grammatical form of the construction differentiated between social groups, sexes and races. Lexical choice within the construction seemed to depend primarily on the task itself. The findings demonstrate that status differences in speech behavior at one leve l of linguistic analysis cannot be taken as evidence that similar status differences exist at another level. (Author/FWB)

ED 043 004 AL 002 547
Spolsky, Bernard
Navajo Language Maintenance: Six-Year-Olds in 1969. Navajo Reading Study, Progress Report No. 5.
New Mexico Univ., Albuquerque.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
Pub Date Mar 70
Note—25p.
EDRS Price MF-$0.25 HC-$1.35
Descriptors—*Acculturation, Bilingualism, Bilingual Schools, Bilingual Students, Educational Planning, *Language Role, Language Skills, *Language Usage, *Navaho, Parent Role, School Location, Statistical Analysis, Surveys

One of the central questions in the study of bilingualism is the degree to which it is possible for a group to maintain their language even when accepting other cultural values. There are numbers of cases of peoples who have managed to develop a modern industrial society without giving up their national language; this is difficult, but possible. A necessary concomitant of such a result is a highly developed sense of national identity, and a movement supporting the national language as a symbol of that identity. Whether this will develop with the Navajos remains to be seen. The present survey was carried out in order to provide a picture of the present status of the Navajo language, to serve as a baseline for later studies of any change, and to permit some degree of prediction of the direction and speed of language loss. Results of data gathered on the language of six-year-old children permitted the following generalizations: (1) Overall, 73% of the children in the study come to school not speaking enough English to do first grade work; (2) the farther a school is from an off-reservation town, the more likely its pupils are to speak Navajo; (3) the farther children live away from a school, the more likely they are to speak Navajo at home; and (4) language is maintained for some time even when other traditional features of life are given up. (Author/AMM)

ED 043 005 AL 002 548
Murphy, Penny, Ed.
Teaching Initial Reading in Navajo: Report of a Conference of Educators Held at Kayenta, January 30-31, 1970. Navajo Reading Study, Progress Report No. 6.
New Mexico Univ., Albuquerque.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
Pub Date Apr 70
Note—21p.
Available from—Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico 87106
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Beginning Reading, *Bilingual Education, Community Attitudes, Conference Reports, English (Second Language), Language Standardization, Material Development, *Navaho, *Reading Instruction, Reading Materials, *Reading Programs, Teaching Techniques, Vowels

This report includes descriptions of ongoing reading programs for Navajo students in Rough Rock, Rock Point, and Navajo Community College, presented by teacher-participants in the conference on reading held in Kayenta, Arizona, January 30-31, 1970. Also included are reports from the Navajo Reading Study staff and a discussion of the problems of the various reading programs. See ED 035 484, Report No. 3, a bibliography of Navajo reading materials, and AL 002 547, Report No. 5, a study of Navajo language maintenance in six-year-olds. [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 043 006 AL 002 549
Manual of Tape Scripts: Hebrew, Level 1.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Pub Date 70
Note—62p.
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N.Y. 11201 (Payable to: Auditor, Board of Education, $1.50)
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, Grammar, *Hebrew, *Instructional Materials, *Language Instruction, Pattern Drills (Language), *Scripts, *Tape Recordings, Vocabulary Development

The tape scripts in this manual of Hebrew are intended to accompany audio tapes which have been prepared for use in the presentation and practice of the grammatical structures recommended for Level 1 in the New York City Foreign Language Programs for Secondary Schools. It is hoped that the tapes and accompanying scripts will serve as key aids in presenting and drilling structures, thus freeing some of the teacher's valuable time for the more creative aspects of foreign language instruction. It is also hoped that teachers will be encouraged to prepare similar scripts and tapes to meet particular local and community needs. (Directions for using the scripts are presented in the Introduction.) (AMM)

ED 043 007 AL 002 550
Cohen, Andrew D.
A Sociolinguistic Approach to Bilingual Education. The Measurement of Language Use and Attitudes Toward Language in School and Community, with Special Reference to the Mexican American Community of Redwood City, California.
Pub Date Sep 70
Note—66p.
EDRS Price MF-$0.50 HC-$3.40
Descriptors—*Bilingual Education, Bilingualism, Bilingual Students, Child Language, *Community Attitudes, Demography, *Elementary Grades, Interference (Language Learning), Language Proficiency, Language Research, Language Usage, *Mexican Americans, Questionnaires, School Attitudes, *Sociolinguistics

This paper attempts to place bilingual schooling in a sociolinguistic context by relating language use in school to language use in the community. The city treated here, Redwood City, California, has a growing Mexican American population and was one of the 23 California cities selected for bilingual schooling through Title VII; programs were initiated during the 1969-1970 school year. Chapter I, "The Sociolinguistic Description of a Bilingual Community" traces the history of the Mexican American community in Redwood City, and discusses models for dealing with bilingual communities and their applicability to the Redwood City situation. Chapter II, "The Measurement of Oral Language Proficiency of Bilinguals" reviews the literature on discrete-point and overall skills of oral proficiency for young bilinguals and presents general information on the nature of Spanish-English bilingualism among the Redwood City kindergartners and first-graders who were the subjects of the study. Concluding remarks stress the importance of considering socioeconomic and other home factors in studying the child's verbal abilities and the need for better discrete -point and overall skill tests. An appendix presents the questionnaires used in the study, and an 118 entry bibliography completes the work. (Author/FWB)

ED 043 008 AL 002 552
Allen, Walter Powell
More Easy Crossword Puzzles for People Learning English.
English Language Services, Inc., Washington, D.C.
Pub Date 70
Note—46p.
Available from—English Language Services, 5550 Wilkins Court, Rockville, Maryland 20852 ($0.85)
Document Not Available from EDRS.
Descriptors—*English (Second Language), *Instructional Aids, *Language Instruction, *Supplementary Textbooks, *Vocabulary Development
Identifiers—*Crossword Puzzles
This second set of "Easy Crossword Puzzles," like the first, is intended to provide both practice and fun for students of English as a second or foreign language. The puzzles are designed not only for vocabulary building, but also to help the learner become familiar with prefixes, suffixes, and some common grammatical terms. The puzzles are arranged according to vocabulary difficulty as based on the word counts of Thorndike and Lorge in "The Teacher's Word Book of 30,000 Words." See related document ED 036 788. (AMM)

ED 043 009 48 AL 002 553
Wick, Stanley A. Cochojil-Gonzalez, Remigio
Spoken Quiche (Maya). [Preliminary Edition].
Chicago Univ., Ill. Dept. of Anthropology.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1285
Pub Date 69
Contract—OEC-5-14-047
Note—1,609p.;3vols.
Available from—Library, University of Chicago, Chicago, Illinois 60637 (Microfilm, Xerox printouts)
Document Not Available from EDRS.
Descriptors—Audiolingual Methods, Cultural Context, Grammar, *Instructional Materials, *Language Instruction, Pattern Drills (Language), Phonetic Transcription, Pronunciation Instruction, *Quiche, Suprasegmentals, Tape Recordings
The 18 lesson units in this three-volume tape-recorded course in Quiche represent a first attempt to present the modern spoken language of approximately 400,00 inhabitants of the central highlands of Guatemala. (A brief description of the language background and the research involved is given in the Foreword.) The lesson format includes a presentation of basic sentences, pronunciation practice, grammar, drills, "listening in," conversation, and vocabulary. Every sixth unit is a review. Quiche material appears in phonemic transcription with intonation indicated. Instructions to the teacher for presenting drill material and to the student for response procedures are provided. Tapes accompanying the course are available at cost from the Language Laboratory of the University of Chicago. (AMM)

ED 043 010 48 AL 002 556
Jones, Robert B. Mendiones, Ruchira C.
Introduction to Thai Literature.
Cornell Univ., Ithaca, N.Y. Southeast Asia Program.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2119
Pub Date 70
Contract—OEC-1-7-062119-2073
Note—563p.
Available from—Southeast Asia Program, Cornell University, Ithaca, New York 14850
Document Not Available from EDRS.
Descriptors—Cultural Context, Glossaries, *Instructional Materials, *Language Instruction, Language Styles, Literary Genres, *Literature, *Reading Materials, *Thai
The major portion of this collection of literary pieces in Thai is classed as "court literature written in classical poetic form." Also included are examples from modern short story writers. The authors feel that the modern short stories will present few problems to the students, but the classical works require some mastery of the various poetic forms and background information on Hindu mythology. It is also suggested that the student use the "Thai-English Dictionary" by George B. McFarland in conjunction with these selections as the vocabulary given in the back of the book includes only terms and names not found in McFarland, or those which are inadequately defined there. All material appears in Thai orthography with the exception of notes dealing with spellings, identification of characters, background, and summary of the stories. (AMM)

ED 043 011 AL 002 557
Crystal, David Davy, Derek
Investigating English Style.
Pub Date 69
Note—264p.
Available from—Indiana University Press, Bloomington, Indiana 47401 ($6.50)
Document Not Available from EDRS.
Descriptors—*English, *Language Styles, *Language Usage, Linguistic Patterns, Linguistics, Literary Styles, Newspapers, *Oral Communication, Religion, *Written Language
This book, geared particularly toward beginning college and university students, treats style within the framework of general language variation, the discussion focusing chiefly on linguistic differences (both written and spoken) observed in everyday life, rather than on those found in poetry and belles lettres. The discussion is divided between theoretical and practical aspects of stylistics. Part One, "Theoretical Preliminaries" gives a general idea of what stylistics involves, presents a set of techniques applicable to the description of any piece of language, and discusses various theoretical concepts necessary for classifying the varieties of language into types. English is the focus of the discussion, but it is felt that the techniques could be generalized to other languages. In Part Two the approach is illustrated through detailed descriptions of various English extracts. Analyzed are the language of conversation, unscripted commentary, religion, newspaper reporting, and legal documents. Each chapter is followed by exercises designed to raise points not dealt with in the body of the chapter. The final chapter presents suggestions for further analysis. (FWB)

ED 043 012 48 AL 002 562
Blair, Robert W. Vermont-Salas, Refugio
Spoken (Yucatec) Maya. [Preliminary Edition].
Chicago Univ., Ill. Dept. of Anthropology.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1378
Pub Date 67
Contract—OEC-4-14-034
Note—1,032p.; 2vols.; Inspection copy available at the ERIC Clearinghouse for Linguistics, 1717 Massachusetts Ave., NW, Washington, D.C. 20036
Available from—Department of Anthropology, University of Chicago, Chicago, Illinois 60637
Document Not Available from EDRS.
Descriptors—Audiolingual Methods, Cultural Context, Grammar, *Instructional Materials, *Language Instruction, Pattern Drills (Language), Phonetic Transcription, Pronunciation Instruction, Tape Recordings, *Yucatec
Identifiers—*Yucatec Maya
This two-volume set of 18 tape-recorded lesson units represents a first attempt at preparing a course in the modern spoken language of some 300,000 inhabitants of the peninsula of Yucatan, the Guatemalan department of the Peten, and certain border areas of Belize. (A short account of the research and background of this material is given in the Foreword.) Each unit contains sections on basic sentences, pronunciation, grammar, drills, "listening in," conversation, and vocabulary; every sixth unit comprises a review. Yucatec material appears in phonemic transcription with intonation indicated. Instructions to the teacher for presenting drill material and to the student for response procedures are provided. Tapes accompanying the course are available at cost from the Language Laboratory of the University of Chicago. [Not available from EDRS due to marginal legibility of original document.] (AMM)

ED 043 013 48 AL 002 564
Inglefield, Patrick L. And Others
Tunisian Arabic Basic Course. Volumes 1 and 2.
Indiana Univ., Bloomington.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-0089
Pub Date 70
Contract—OEC-3-7-070089-2204
Note—373p.; 2vols
EDRS Price MF-$1.50 HC Not Available from EDRS.
Descriptors—*Arabic, Cultural Context, Grammar, *Instructional Materials, *Language Instruction, Pattern Drills (Language), Phonemic Alphabets, Standard Spoken Usage, Vocabulary
Identifiers—*Tunisia
Each of the 71 lessons in this two-volume course in Tunisian Arabic begins with an initial dialog in Arabic with an English translation. (Arabic appears in phonemic transcription.) Grammar notes explain the points emphasized in the lesson; learning and practice drills follow each dialog. A simplified explanation of the sound system of Tunisian Arabic precedes the first volume. A special section on Tunisian culture concludes the second volume. [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 043 014 AL 002 569
Lado, Robert
Lado English Series. Books 1-3.
Pub Date 70
Note—680p.; 3vols
Available from—Regents Publications, Simon and Schuster, Inc., Educational Division, 1 West 39th Street, New York, N.Y. 10018 ($1.75 each volume)
Document Not Available from EDRS.
Descriptors—Audiolingual Methods, Cultural Context, *English (Second Language), Grammar, *Instructional Materials, Intonation, *Language Instruction, Pattern Drills (Language), Pronunciation Instruction, *Tape Recordings
The present volumes comprise the first three of a forthcoming six-volume series in a comprehensive course in English as a second or foreign language for students of high school or college age. Materials are graded in content and selected for their "natural and conversational" form. Each Volume contains 20 units based on the following format: a short dialog to be memorized introducing the new grammar points of the unit; a "Study" section presenting the grammatical structures in frames; "Practice," "Speak," "Read," and "Pronounce" sections which provide for a wide variety of exercises to develop and reinforce the student's linguistic skills; and a "Copy" section designed for simple transcription or dictation practice. Special features include intonation markings for the dialogs, and facial diagrams. With short descriptions of the articulation to aid in pronunciation problems. Word and subject indexes conclude each volume. Laboratory tapes to accompany this series are also available from the publisher. (AMM)

ED 043 015 AL 002 572
Wagner. , Elizabeth M.
Multilingual Rehabilitation Terminology. A Preliminary Study.
International Society for Rehabilitation of the Disabled, New York, N.Y.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Research and Demonstration Grants.
Report No—TP-27
Pub Date [70]
Note—54p.
Available from—International Society for Rehabilitation of the Disabled, 219 East 44th Street, New York, N.Y. 10017
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Communication (Thought Transfer), Definitions, Dictionaries, *Multilingualism, Organizations (Groups), Reference Materials, *Rehabilitation, *Translation, *Vocabulary
In rehabilitation, the team approach demands harmonious communication among practitioners of many professions and occupations at many different levels. Technical terminology needs to be concurrently understood or able to be explained easily. Although rehabilitation terminology is still somewhat in a state of flux, enough terms have been identified and defined to make useful monolingual and multilingual glossaries and dictionaries possible. This study itemizes existing examples of multilingual rehabilitation terminology references with brief annotations regarding their source, format, purpose, and the languages included. No value judgments have been undertaken regarding the content of these documents and publications. The study also lists various groups which are engaged in developing mul-

tilingual rehabilitation terminology references. Supplementary lists cite publications that could be useful in selecting terminology, developing definitions, and translating nomenclature and pertinent phrases. Rehabilitation International would be pleased to receive any comments about this report which the reader may wish to offer. (Author/AMM)

ED 043 016 AL 002 573

Decker, Donald M.

Mastering the International Phonetic Alphabet; Guide and Workbook.

Pub Date 70

Note—32p.

Available from—Regents Publications, Simon and Schuster, Inc., Educational Division, 1 West 39th Street, New York, N.Y. 10018 ($0.75)

Document Not Available from EDRS.

Descriptors—*Alphabets, *American English, *English (Second Language), *Instructional Materials, *Phonetic Transcription, Pronunciation Instruction, Standard Spoken Usage, Workbooks

Identifiers—*International Phonetic Alphabet, IPA

The present volume, containing lessons with practice and review exercises, offers a systematic presentation of the symbols of the International Phonetic Alphabet (IPA) most widely used as a simplified means of representing the pronunciation of General American English. The transcription symbols presented are those primarily employed by Kenyon and Knott in "A Pronouncing Dictionary of American English," as well as the principal variants commonly used by major textbooks and dictionaries. The vocabulary of the exercises has been restricted, whenever possible, to the words of greatest frequency in daily use. The book is intended to provide intermediate students of English as a second language the means of verifying the standard pronunciation of unfamiliar words encountered as their vocabulary increases, and to help them improve the accuracy of their English pronunciation. The book may also be used in phonetics, linguistics, and teacher-training courses by advanced students of English as a second language, or by students who speak English as their native language. (Author/AMM)

ED 043 017 AL 002 579

Fishman, Joshua A.

Sociolinguistics: A Brief Introduction.

Pub Date 70

Note—126p.

Available from—Newbury House Publishers, Rowley, Massachusetts 01969 ($3.50)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Bibliographies, *Bilingualism, Cognitive Processes, Descriptive Linguistics, Diglossia, *Interdisciplinary Approach, Language Planning, Language Styles, Social Dialects, Social Differences, Sociocultural Patterns, *Sociolinguistics

The purpose of this book is "to familiarize the student of linguistics with the social context of speech, and to familiarize the student of society with language as a referent and dimension of social behavior." An attempt is made at a conceptual integration of the literature of sociolinguistics (with emphasis on work published in the 1960's) so that the relationships between micro-sociolinguistics, macro-sociolinguistics and applied sociolinguistics can be made clear. The material presented thus stresses the interdependency of linguistic and societal analysis, the usefulness of methods from all of the behavioral sciences, and the need for interrelating theories and methods that have often been kept separate. Chapter headings are: "Linguistics: The Science of Code Description...And More"; "Some Basic Sociolinguistic Concepts"; "Interactional Sociolinguistics: Micro and Macro"; "Societal Differentiation and Repertoire Range"; "Societal Bilingualism: Stable and Transitional"; "Sociocultural Organization: Language Constraints and Language Reflections"; and "Applied Sociolinguistics." A bibliography containing 169 entries is appended. (FWB)

ED 043 018 AL 002 581

Curtis, Wilfred M. Hartmann, John F.

Inquiry Into Change. Social Science and Linguistic Projections: Upper Elementary; An Inquiry and Language Development Program for Migrant Children. Units One-Five. (Standard English as a Second Language or Second Dialect for Spanish-Background Children).

Pub Date 70

Note—77p.; First draft

Available from—Michigan Migrant Primary Interdisciplinary Project, 3800 Packard Road, Ann Arbor, Mich. 48104

EDRS Price MF-$0.50 HC-$3.95

Descriptors—Audiolingual Methods, Course Content, Cultural Context, Disadvantaged Youth, *English (Second Language), Instructional Materials, Interdisciplinary Approach, Junior High School Students, *Migrant Child Education, *Social Sciences, *Spanish Speaking, *Teaching Guides, Teaching Methods, Teaching Techniques, Tenl

These preliminary materials for teachers of Spanish-speaking or nonstandard English-speaking migrant children are prepared in answer to a need felt by the Michigan Migrant Primary Interdisciplinary Project for additional oral language material on the upper elementary level. The linguistic content of these materials, designed to provide tools for teachers to help these children develop the oral language they need for the school setting, are based on a contrastive analysis of Spanish and English. This package of five units (of five lessons each) presents the following concepts to be developed in the classroom: (1) People, influenced by their culture, may use the same natural environment in different ways; (2) People tend to concentrate where there are job opportunities and other advantages; (3) A mobile people tend to develop a way of life that differs from that in established communities; (4) Civilizations change when they meet a new culture; and (5) As large numbers of people move to urban areas, a revolution takes place in the expectations of these people. Suggested grammatical structures and teaching techniques for presenting them are provided for each lesson. (AMM)

ED 043 019 AL 002 582

Boiarsky, Carolyn

Improving Oral Communication of Appalachian Youth Through Rhyme.

Appalachia Educational Lab., Charleston, W. Va.

Note—23p.

EDRS Price MF-$0.25 HC-$1.25

Descriptors—American English, Audiolingual Methods, Instructional Materials, Nonstandard Dialects, *Pronunciation Instruction, *Regional Dialects, Spelling, Standard Spoken Usage, *Teaching Techniques, *Tenl, *Vowels

Identifiers—Appalachia, *Rhyme

The object of this study was to develop a model from which Appalachian students can learn to differentiate between their dialectal pronunciation of certain vowels and the pronunciation of those vowels in Standard American English. A secondary objective of the model is to enable students to imitate Standard American pronunciation. The first phase of the study was concerned with identifying those vowels in which dialectal deviations occurred and in identifying the form in which these deviations manifested themselves. Four major deviations were identified. The study was also concerned with analyzing the consistency between students' pronunciation of these specific vowels and their spelling of words containing these vowels. Results indicated that a positive relationship between students' pronunciation and their spelling of these vowels existed. The second phase of the study was concerned with developing a method by which Appalachian students could learn to recognize those dialectal deviations identified in Phase One. An aural-oral approach using rhyme was developed. Results indicated that such a method was effective in helping students recognize the difference between their pronunciation of specific vowels and the pronunciation given these vowels in Standard American English. The appendix includes a prototype lesson. (Author/FWB)

ED 043 020 AL 002 583

Fodor, Jerry

Psychology and Language.

International Society for Rehabilitation of the Disabled, New York, N.Y.

Spons Agency—Peace Corps (Dept. of State), Washington, D.C.

Pub Date [30 Jun 70]

Note—33p.; From the "Final Report on Peace Corps Language Coordinators Workshop," Rockport, Massachusetts, April 26 to May 16, 1970

EDRS Price MF-$0.25 HC-$1.75

Descriptors—Animal Behavior, *Behavior Theories, Child Language, Conditioned Stimulus, *Psycholinguistics, *Psychological Studies, *Second Language Learning, Stimulus Behavior, Stimulus Generalization, *Transformation Theory (Language), Verbal Stimuli

The greater part of this paper is dedicated to a non-technical discussion and criticism of the principles of Skinnerian behaviorism. Various aspects of the theory are examined, and its inability to deal with verbal behavior as a productive and creative activity is asserted. The author's point of view is that expressed by Noam Chomsky in his criticism of Skinner's "Verbal Behavior." Evidence is produced to demonstrate that, contrary to the assertions of behaviorists, innate skills are involved in first language learning. The author stresses that although it can therefore be supposed that every child learns his first language in the same way, independently of IQ or culture or training, there is no evidence that second language learning is one particular kind of task approached in the same manner by all learners. For this reason the author believes that there is no basis for believing that there is the possibility of finding a theory that can provide a universally valid technique for language teaching; he stresses instead the pragmatic aspects of language instruction. Finally, in considering how linguistics and psychology can help the language teacher, the author concludes that "Linguistics and psychology have nothing to say about the methods used in foreign language teaching." (FWB)

ED 043 021 AL 002 584

Rebert, Robert

A Draft Plan for Experimental Learning Model: New Directions Volunteer-in-Training.

Language Research Foundation, Cambridge, Mass.

Spons Agency—Peace Corps (Dept. of State), Washington, D.C.

Pub Date [30 Jun 70]

Note—24p.; From the "Final Report on Peace Corps Language Coordinators Workshop," Rockport, Massachusetts, April 26 to May 16, 1970

EDRS Price MF-$0.25 HC-$1.30

Descriptors—*Blue Collar Occupations, Cross Cultural Training, Cultural Background, Family Environment, *Language Ability, *Language Instruction, Models, Paralinguistics, Pronunciation Instruction, *Second Language Learning, Student Attitudes, Student Motivation, Task Performance, Teacher Role, *Teaching Methods, Trainees

Identifiers—Language Coordinators, *Peace Corps

This paper describes the TALK (Technician/Apprentice Language Kit) model for "blue collar" Peace Corps trainees. The model seeks to overcome the low language aptitude of such trainees in academic learning situations by emphasizing their demonstrated task-oriented language learning ability. It also seeks to address the problem of inadequate teachers by employing a few highly-qualified supervisory instructors while capitalizing on the minimal teaching ability of the HCN (host country national) teaching apprentices. TALK has three chief features: (1) its one-to-one technician-to-apprentice design; (2) its applicability to cross-cultural training; (3) its status as a collection of learning elements: expert supervisory instructors, monolingual apprentices, craft-oriented language materials, a shop and necessary machines for the practice of the skills in question. The model rests on assumptions about the role of conviction in language learning (e.g., that any normal adult can learn as much of a foreign language as he is thoroughly convinced he needs), and on the importance of personal relationships with monolingual speakers of the target language. Earl Stevick's memorandum on the Mikro-Kor Plan for language learning, which stresses task oriented learning and close relationship with the HCN instructor, and the "Summary of TALK model for Ceylon Blue Collar Workers" are appended. (FWB)

ED 043 022 AL 002 585

Anderson, Stephen R.

Phonetics.

Language Research Foundation, Cambridge, Mass.

Spons Agency—Peace Corps (Dept. of State), Washington, D.C.

Pub Date [30 Jun 70]

Note—10p.; From the "Final Report on Peace Corps Language Coordinators Workshop," Rockport, Massachusetts, April 26 to May 16, 1970

EDRS Price MF-$0.25 HC-$0.60
Descriptors—*Articulation (Speech), Consonants, *Language Instruction, *Phonetics, Phonology, *Pronunciation Instruction, *Second Language Learning, Uncommonly Taught Languages, Vowels

This paper discusses ways in which the findings of phonetic research, especially in the area of articulatory phonetics, can be applied to language teaching. Phonetic descriptions of a relatively sophisticated sort are seen to be useful in language pedagogy in several ways: (1) by providing the student with a knowledge of what he's trying to do (Research in psychoacoustics has led to the conclusion that a student must have some idea of how a particular phonetic distinction is produced before he can come to hear it.); (2) by indicating how one sound is related to others and how motor habits used in producing one sound can be used in producing others; (3) by providing a means of pinpointing students' errors. Phonetic descriptions have the additional advantage of being objective and language-neutral in character. Phonetic training is seen as useful chiefly at the beginning of a language course and especially in dealing with exotic languages. Three main areas in which it can help are discussed: (1) in teaching students a wholly new sort of sound; (2) in teaching students to control distinctions which they are used to treating as automatic in their own language; (3) in helping students to make more or less familiar sound-types in new ways. (FWB)

ED 043 023 AL 002 586
A Description of the Peace Corps Language Proficiency Interview.
Language Research Foundation, Cambridge, Mass.
Spons Agency—Peace Corps (Dept. of State), Washington, D.C.
Pub Date [30 Jun 70]
Note—10p.; From the "Final Report on Peace Corps Language Coordinators Workshop," Rockport, Massachusetts, April 26 to May 16, 1970
EDRS Price MF-$0.25 HC-$0.60
Descriptors—Grammar, *Interviews, *Language Proficiency, *Language Tests, Listening Comprehension, Pronunciation, *Test Construction, *Test Interpretation, Vocabulary
Identifiers—*Peace Corps

This paper provides background on the procedures currently used in the language interviews conducted by the Peace Corps in testing Peace Corps Volunteer/Trainee performance in host country languages. The purpose of these face-to-face interviews, which are based on the interviews used by the Foreign Service Institute, is "to give the student an opportunity to demonstrate, in a conversational situation, the extent of his spoken mastery of the host country language, as well as his ability to understand the spoken language." The scheduling of interviews in the course of training and service is first discussed, followed by a description of the general structure of the interview. Under "Content of the Interview" the evaluation of student mastery in the areas of pronunciation, grammar, vocabulary, fluency, and listening comprehension are dealt with. Finally interview scoring and interpretation are discussed, and a description of the five categories used to rate overall performance is presented. (FWB)

ED 043 024 AL 002 587
Proposal for the Development of a Language Testing Program for the Peace Corps.
Language Research Foundation, Cambridge, Mass.
Spons Agency—Peace Corps (Dept. of State), Washington, D.C.
Pub Date [30 Jun 70]
Note—26p.; From the "Final Report on Peace Corps Langnae Coordinators Workshop," Rockport, Massachusetts, April 26 to May 16, 1970
EDRS Price MF-$0.25 HC-$1.40
Descriptors—Evaluation Methods, Feedback, Grammar, *Language Proficiency, *Language Tests, Listening Comprehension, Oral Expression, Pronunciation, *Test Construction, *Testing Programs
Identifiers—*Peace Corps

This paper outlines the Educational Testing Service (ETS) plan for developing instruments and procedures for evaluating Peace Corps Trainees' and Peace Corps Volunteers' competence in host country languages at various stages of training or in-country service. The goals of such an evaluation program are first stated. and then a critique of the present evaluation method, which is based on the Foreign Service Institute Interview, is given; deficiences in the areas of listening comprehension, spoken vocabulary, and command of spoken grammar are discussed. Suggestions for changes in the program are made, the desirable specifications for a language evaluation program are outlined, and the program proposed by ETS is described. Final sections deal with the question of the feedback of test information to the student and language staff, and present suggestions for the points in the course of training or service that the tests should be administered. (FWB)

ED 043 025 AL 002 588
Kuno, Susumu
Computer Aids to Language Instruction.
Language Research Foundation, Cambridge, Mass.
Spons Agency—Peace Corps (Dept. of State), Washington, D.C.
Pub Date [30 Jun 70]
Note—31p.; From the "Final Report on Peace Corps Language Coordinators Workshop," Rockport, Massachusetts, April 26 to May 16, 1970
EDRS Price MF-$0.25 HC-$1.65
Descriptors—*Computational Linguistics, *Computer Assisted Instruction, Computer Graphics, Computer Science, Evaluation, Instructional Materials, *Language Instruction, Language Laboratories, Language Tests, Orthographic Symbols, Pattern Drills (Language), Teacher Role, *Textbook Preparation, Transformation Generative Grammar

This paper consists of three parts. Section 1 considers how difficult it is to analyze natural languages by computer, and, therefore how difficult it is to evaluate automatically the student's responses to some types of questions in computer-aided instruction systems for language teaching. Section 2 discusses drawbacks of conventional computer aided instruction systems for language teaching and of conventional language laboratories, and presents a picture of an idealized computer-aided instruction system as an extension of classroom instruction--a long range goal which cannot be technologically and financially achieved in the immediate future. Section 3 outlines a more modest goal that is within the bounds of the present hardware and software developments in computer sciences--that is, a system for aiding textbook authors in compiling and revising language textbooks, and for aiding classroom instructors in using textbooks in a way more suitable for their students' needs. Added to such a system is the capability for printing nonstandard characters on computers, which will make it possible to produce language textbooks printed in the orthographics of the languages. (Author/FWB)

ED 043 026 AL 002 589
Keyser, S. Jay
Phonology.
Language Research Foundation, Cambridge, Mass.
Spons Agency—Peace Corps (Dept. of State), Washington, D.C.
Pub Date [30 Jun 70]
Note—9p.; From the "Final Report on the Peace Corps Language Coordinators Workshop," Rockport, Massachusetts, Aril 26 to May 16, 1970
EDRS Price MF-$0.25 HC-$0.55
Descriptors—Consonants, *English, Phonetics, *Phonology, *Suprasegmentals, *Vowels
Identifiers—*Primary Stress (Language)

This paper begins by distinguishing phonology (the study of the systematic nature of the interrelations of sounds in a language) from phonetics (the attempt to describe completely all the physical properties of an utterance). It is shown how in any language some properties of sounds are intuitively more relevant to the grammar and functioning of that language than others, and that it is therefore necessary to recognize the existence of a representation of an utterance from which a great deal of phonetic information has been removed but which contains all of the information necessary to distinguish this utterance from others in the language. As an example of how a consideration of the phonology of English can reveal a systematicity not obvious from the phonetics of the language, a discussion of the placement of primary stress in English words is presented. (FWB)

ED 043 027 AL 002 590
Fraser, Bruce
Linguistics and the TEFL Teacher.
Language Research Foundation, Cambridge, Mass.
Spons Agency—Peace Corps (Dept. of State), Washington, D.C.
Pub Date [30 Jun 70]
Note—26p.; From the "Final Report on Peace Corps Language Coordinators Workshop," Rockport, Massachusetts, April 26 to May 16, 1970
EDRS Price MF-$0.25 HC-$1.40
Descriptors—Applied Linguistics, *English (Second Language), *Instructional Aids, Language Instruction, *Language Teachers, *Linguistics, Nominals, Semantics, Sentences, Suprasegmentals, Syntax, Teacher Education, *Transformation Generative Grammar

This paper asserts the "unquestionable" relevance of linguistic insights in the training of and subsequent use by teachers of English as a foreign language. Although the author agrees with Chomsky's view that linguistics has nothing to offer the teacher in the form of specific proposals for language teaching methodology, he argues that linguistics can give the teacher the understanding of the phonetic, morphological, syntactic, semantic and usage aspects of the language necessary for classroom effectiveness. Because of the dominance of transformational grammar in recent linguistic research, it is considered imperative that the TEFL teacher be aware of the terminology, tenets and results of this particular approach to language. The paper is, therefore, intended to provide the teacher with such an overview of transformational grammar and te direction which it is taking. In addition one specific approach designed to make the results of linguistic research directly relevant to the TEFL teacher is outlined: the development of a book intended to make the teacher aware of the sorts of errors most likely to occur among learners of English, the linguistic facts which underly these errors, and the way or ways in which the errors might be remedied. Work on such a book is presently being carried out at the Language Research Foundation in Cambridge, Massachusetts. (FWB)

ED 043 028 AL 002 591
Belmore, Nancy Fargo
Varieties of English.
Pub Date [70]
Note—11p.; To appear in ATEQ (Association of Teachers of English of Quebec) Journal (Special Issue No. 1, Teaching English as a Second Language), III.2, 1970
Available from—Etudes Anglaises, Universite de Montreal, C.P. 6128, Montreal, Quebec
EDRS Price MF-$0.25 HC-$0.65
Descriptors—*English (Second Language), Grammar, Instructional Materials, *Language Styles, *Language Usage, Phonology, *Standard Spoken Usage, Vocabulary, Word Frequency, Written Language

"Variety" is defined as a "unique configuration of linguistic features." These features characterize the language of conversation, unscripted commentary, religion, newspaper reporting, and legal documents. Everyone learns many varieties of at least one language. The ambiguity of usage labels like "slang" and "colloquial" indicates that we know very little about the full range of nonlinguistic features which motivate certain vocabulary choices. To tell a foreign student of English that a word is "colloquial" or "slang" is to tell him nothing. He needs to know sets of words which are appropriate and inappropriate in the same contexts. Our notions of phonological and grammatical features in terms of language variations are even vaguer. Although modern texts usually claim to stress patterns which are realistic and adapted to current needs, a student may never be exposed to actual samples of language in use. The fact that the varieties of English we listen to and read are not necessarily the ones we speak or write suggests that language texts should illustrate more often than they do spoken and written English which would be natural for the student to use productively. It also suggests that there is a need for drills in which he is asked to

change a spoken or written text from a variety he would normally read or listen to into one he might actually speak or write. (AMM)

ED 043 029 AL 002 592

Newsham, Gwen

A Survey of the Teaching of English as a Second Language in Canada, June 1967-68.

Pub Date [70]

Note—8p.; To appear in ATEQ (Association of Teachers of English of Quebec) Journal (Special Issue No.1, Teaching English as a Second Language), III.2, 1970

Available from—Etudes Anglaises, Universite de Montreal, C.P. 6128, Montreal, Quebec

EDRS Price MF-$0.25 HC-$0.50

Descriptors—Adult Education, Bilingualism, *English (Second Language), Flies, Immigrants, Instructional Materials, *Language Programs, Non English Speaking, Public Support, Questionnaires, Student Characteristics, *Surveys, Teacher Education, Teacher Supply and Demand

Identifiers—*Canada

The purpose of this study was to examine, by means of questionnaires, programs for the teaching of English as a Second Language in Canada from June 1967 to June 1968. Programs considered were those provided by publically-supported agencies, other than those provided by universities for their own students. A brief survey of facilities for teacher training was included. Special concerns mentioned by those answering the questionnaires included the need for (1) training for ESL teachers in adult programs; (2) more communication between workers in the ESL field in Canada; (3) more ESL courses; (4) a system of inter-provincial visits for the French-speaking systems to improve their teachers' fluency in English; and (5) more information about the availability and value of ESL teaching programs and materials. Appended to this report is a listing of universities in the Montreal region which offer academic preparation for ESL specialists. (AMM)

ED 043 030 AL 002 593

Barkman, Bruce

On the Uses of Dialogs in Learning English.

Pub Date [70]

Note—11p.; To appear in ATEQ (Association of Teachers of English of Quebec) Journal (Special Issue No. 1, Teaching English as a Second Language), III.2, 1970

Available from—Etudes Anglaises, Universite de Montreal, C.P. 6128, Montreal, Quebec

EDRS Price MF-$0.25 HC-$0.65

Descriptors—Audiolingual Methods, Cultural Background, *English (Second Language), *Language Instruction, Language Patterns, Language Styles, Pattern Drills (Language), Second Language Learning, *Teaching Techniques

Identifiers—*Dialogs (Language Instruction)

Dialogs are an effective tool for language acquisition and for transmission of cultural material. Much of the apparent confusion about how they should be used in the language classroom results from a failure to distinguish the ages and levels of proficiency of those for whom the dialogs are designed. The great advantage that dialogs have over other modes of presentation of any kind of new language material is not so much that they are a reflection of linguistic reality, but rather that they present the material in a context that students find relatively easy to remember. It is essential that the student be taught the meanings of the dialogs in as realistic a setting as the classroom allows. Dialogs are not an end in themselves but should show the student that what he is learning in the classroom is going to be useful outside the classroom as well, both as a source of expression and as an indication of what the other culture is like. Selection and techniques for presentation of dialogs are discussed. (AMM)

ED 043 031 AL 002 594

Kupsh, Linzey

Some Problems in the Teaching of English as a Second Language in Quebec.

Pub Date [70]

Note—12p.; To appear in ATEQ (Association of Teachers of English of Quebec) Journal (Special Issue No. 1, Teaching English as a Second Language), III.2, 1970

Available from—Etudes Anglaises, Universite de Montreal, C.P. 6128, Montreal, Quebec

EDRS Price MF-$0.25 HC-$0.70

Descriptors—*English (Second Language), French, Government Role, Instructional Materials, *Language Instruction, *Language Programs, Language Teachers, Language Tests, Official Languages, Program Administration, Student Motivation, Student Role, Teacher Attitudes, *Teacher Evaluation

Identifiers—*Quebec

In Quebec, English is taught as a second language to four groups of people: French-speaking Canadians; immigrants; Indians and Eskimos; and foreign students. The first group, in contrast to the others, is not integratively or instrumentlly motivated. They are not submitting to anglicization in North America nor are they being required to know English for either school or work. Both the federal and provincial governments have given financial, technical, and administrative encouragement to TESL. However, Quebec's insistence on sovereignty in education, especially in language teaching, makes federal funding of ESL programs a sensitive matter. Other pressing problems are the lack of extensive retraining programs for teachers, the absence of publicity campaigns to instruct the public, and the failure of teachers to prepare students for English language learning. Increased communication between governments, ministries, school boards, teachers, training institutions, universities, parents and students would be a breakthrough toward solving some of the perennial problems. Also badly needed are centers for language learning, such as established recently by the Universiy of Ottawa, where research into language learning and teaching, teacher training, materials development and information dissemination can be centralized and coordinated. (AMM)

ED 043 032 AL 002 595

Stokes, Anne M.

The Old Order Changeth.

Pub Date [70]

Note—6p.; To appear in ATEQ (Association of Teachers of English of Quebec) Journal (Special Issue No. 1, Teaching English as a Second language), III.2, 1970

Available from—Etudes Anglaises, Universite de Montreal, C.P. 6128, Motreal, Quebec

EDRS Price MF-$0.25 HC-$0.40

Descriptors—*Diachronic Linguistics, *English, *English (Second Language), Language Styles, *Standard Spoken Usage, Teacher Attitudes

That the English language has changed greatly over the centuries is an accepted fact; the fact that the movement hasn't stopped should also be accepted. Examples of analogic changes which are taking place in syntax and morphology illustrate the state of flux of English. However, many teachers of English still believe that it is their duty to guard the language against change. This resistance to change can have a calamitous effect on non-native speakers because some of their solecisms might be the very indicator that they are grasping the idiom of the language. The author feels that the non-native speaker who can write, in the proper context, "Like I say," "That man is much taller than me," or "That coffee tastes real good" deserves commendation. He is really learning the language, and it will be time enough to make distinctions of level and style when he has acquired native ability of expression. (AMM)

ED 043 033 AL 002 596

Angelis, Paul J.

Student Evaluation.

Pub Date [70]

Note—7p.; To appear in ATEQ (Association of Teachers of English of Quebec) Journal (Special Issue No. 1, Teaching English as a Second Language), III. 2, 1970

Available from—Etudes Anglaises, Universite de Montreal, C.P. 6128, Montreal, Quebec

EDRS Price MF-$.25 HC-$0.45

Descriptors—Instructional Materials, *Language Instruction, *Language Tests, Sampling, *Student Evaluation, Teacher Role, *Test Construction

In any field of study, teaching and learning go hand in hand with testing. In foreign language teaching, the testing of skills development has become a specialized area requiring the combined efforts of linguists, psychologists, statisticians, and educators. Teachers must constantly ask: What kind of progress are my students making in this second language course? and How effective are the instruction and the materials used in teaching what is to be learned in this course? Some language courses include series of tests; in other cases teachers must design their own tests. The most important point to keep in mind while designing tests is whether or not the results of the tests help to answer the above questions. Raw scores can be very deceiving without further information as to the difficulty of the test or how the scores of all the students relate to each other. The size of the sample must also be considered. More can be decided about the progress of a student from a number of tests taken throughout a course of instruction than from one or two tests taken at the predetermined intervals. The aim of testing is not to penalize the students. The most useful information tests should be closely connected to the teaching, and should be arranged to take the least possible amount of time. Keeping test files is useful for evaluation and review. (AMM)

ED 043 034 AL 002 597

Finkel. Lawrence S. Krawitz, Ruth

Learning English as a Second Language. Workbook--First Level.

Pub Date 70

Note—90p.

Available from—Oceana Publications, nc., Dobbs Ferry, N.Y. 10522 $1.40 (10 or more copies to schools, $1.12 each) add 350 postage and tax where applicable

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, Cultural Context, Elementary Grades, *English (Second Language), Illustrations, *Instructional Materials, *Language Instruction, Pattern Drills (Language), Teaching Guides, Teaching Techniques, Workbooks

Lessons in this workbook for children learning English as a second language are based on the concept that the learning process is a cumulative one. They are designed to develop skills in speaking, reading, and writing, and to stimulate pupil interest through involvement in classroom dialogs and activities. Illustrations and language are geared to the maturity level of the children. Instructions to the teacher appear at the bottom of each page, enabling the teacher to utilize the same book as the student and avoid constant cross-reference. General instructions and suggestions for the teacher appear at the end of the workbook. This first-level volume emphasizes oral communication; further volumes in this six-level series are forthcoming for the 1971-72 academic year. (AMM)

ED 043 035 AL 002 598

Zale, Eric M., Ed.

Proceedings of the Conference on Language and Language Behavior.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Pub Date 68

Note—342p.

Available from—Appleton-Century-Crofts, 440 Park Avenue South, New York, N.Y. 10016 ($11.50)

Document Not Available from EDRS.

Descriptors—Arabic, *Child Language, Discourse Analysis, Language Development, *Language Handicaps, *Language Instruction, Paragraphs, Phonetics, *Phonology, Psychoacoustics, *Psycholinguistics, Second Language Learning, Suprasegmentals, Word Frequency

This volume contains the papers read at the Conference on Language and Language Behavior held at the University of Michigan's Center for Research on Language and Language Behavior in October 1966. Papers are ordered under the following topics: First Language Acquisition in Natural Setting, Controlled Acquisition of First Language Skills, Second Language Learning, Linguistic Structures Above Sentence Level, Phonology and Phonetics, and Language Impairment. Among the papers are: Edward S. Klima, "Knowing Language and Getting to Know It"; Ursula Bellugi, -Linguistic Mechanisms Underlying Child Speech"; James J. Jenkins, "Thought and Language"; Richard Ohmann, "Mentalism in the Study of Literary Language"; John B. Carroll, "Word-Frequency Studies and the Lognormal Distribution"; John F. Hemdal, "Some Simple Rules for Self-Adaptive Mechanical Recognition of Vowels"; Alexander Z. Guiora," "An Exploration of Some Personality Variables in Authentic Pronunciation of a Second Language"; Evan Keislar, "Improving Language Performance of Young Children: A Progress Report"; Ronald S.

Tikofsky, "Contemporary Issues in Aphasia"; and Harold Goodglass, "A Psycholinguistic Study of Agrammatism." (FWB)

ED 043 036 AL 002 599

Wang, William S-Y.,Ed. Lyovin, Anatole, Ed.

CLIBOC: Chinese Linguistics Bibliography on Computer.

Pub Date 70

Note—513p.

Available from—Cambridge University Press, 32 East 57th Street, New York, N.Y. 10022 ($18.50)

Document Not Available from EDRS.

Descriptors—*Abstracts, *Bibliogrrphies, *Chinese, Computer Programs, Diachronic Linguistics, Dialect Studies, *Linguistics, Linguistic Theory, Morphology (Languages), Orthographic Symbols, Phonology, Romanization, Semantics, *Sino Tibetan Languages, Syntax

This bibliography, compiled and computerized at the Unversity of California, Berkeley, is designed to provide a comprehensive bibliography of materials in Chinese linguistics which can readily be expanded as the amount of material increases. The present edition contains 3,000 entries covering work published before the end of 1967. The scope is linguistic studies of Chinese and related languages as well as general works in fields such as orthography and semantics which have some relevance to Chinese linguistics. Short abstracts are supplied for many items. Chinese entries appear in the "pin yin" romanization system in the main entry section and in Chinese logographs in a separate section. Entries are arranged alphabetically by author, and a topical index is appended. The introduction gives a brief history of the CLIBOC project and discusses the computer program used. (FWB)

CG

ED 043 037 CG 005 782

Cautley, Patricia W.

The Importance of Diversity of Choice in Women's Roles.

Wisconsin State Dept. of Health and Social Services, Madison.

Pub Date 70

Note—7p.

Available from—Patricia W. Cautley, Wisconsin Department of Health and Social Services, 2137 University Avenue, Madison, Wisconsin 53705. (No price is quoted.)

EDRS Price MF-$0.25 HC-$0.45

Descriptors—*American Culture, *Child Care Centers, Child Rearing, Cultural Factors, Discriminatory Attitudes (Social), *Females, Sex (Characteristics), Sex Differences, Social Change, *Social Discrimination, Social Values, *Working Women

Beginning with the premise that the abilities and talents of women in American society are being expressed only fractionally, the author suggests we take a look at our total culture in order to understand what is happening to women and men. Significant change needs to be far-reaching to make it possible for each individual to attain maximum potential development and to express this in satisfying ways. The author proposes that women should be allowed to choose to become, or not become, wives or mothers. The current and relevant societal pressures on women are examined. Arrangements such as part-time work and child care centers are viewed as helpful, but not as providing solutions to the basic problem of rigid cultural expectations regarding men and women. Literature on the learning of sex roles is cursorily presented and it is concluded that really basic changes would need to start with the training of young children. (TL)

ED 043 038 CG 005 783

Claudy, John G.

Occupational Outcomes: Who, What and Why?

American Institutes for Research, Palo Alto, Calif.; American Psychological Association, Washington, D.C.

Pub Date 3 Sep 70

Note—20p.; Paper presented at the American Psychological Association Convention in Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$1.10

Descriptors—Followup Studies, *Longitudinal Studies, *Occupational Choice, Research Projects, *Vocational Development, *Vocational Followup

This report presents data obtained from Project Talent (a longitudinal study designed to achieve a better understanding of the career plans and career development of young adults). In 1960 400,000 students in grades nine through twelve were administered a battery of specially constructed tests and inventories which collected data about their future plans, family background, interests, aptitudes and abilities. A series of follow-up studies has been completed or is being planned for one, five, ten and twenty years after each of the classes graduates from high school. The sample used in this study consisted of more than 69,000 students who responded to a five year follow-up survey. A summary of the data indicates that there was a high incidence of students' changing their career plans during the first five years after graduation. Whether or not plans were changed was found to be only slightly influenced by the amount of thought the student had given to his future career and the certainty and time of the initial choice. The changes seemed to have been made on a rational basis since they were in the direction of a more adequate utilization of the students aptitudes and abilities. (RSM)

ED 043 039 CG 005 784

Chance, Norman A And Others

Developmental Change Among the Cree Indians of Quebec. Summary Report. McGill Cree Project.

Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).

Pub Date Aug 70

Note—299p.

EDRS Price MF-$1.25 HC-$15.05

Descriptors—Anthropology, Cree, Cross Cultural Studies, Cultural Differences, Cultural Disadvantagement, *Culturally Disadvantaged, Culture Conflict, Culture Lag, *Economically Disadvantaged, Economic Disadvantagement, Economic Opportunities, Educational Disadvantagement, *Educationally Disadvantaged, *Indians, Minority Groups

This summary report presents in highly condensed form some of the major findings and recommendations of an anthropological research study conducted among 1500 Cree Indians within a specified geographical area of north central Quebec in the years 1966-68. After a brief introduction, the study analyzes the historical roots of their underdevelopment, focusing on the considerable exploitation of the Cree by whites. The results are most visible in the cultural, economic, and geographic "enclave" in which the Indians reside. A second section of the report examined the social and cultural adaptations which the Cree have worked out in their efforts to survive in the changing world around them. The "opportunities" offered them by the dominant society are viewed from the perspective of their inadequacy in coming to grips with many viable features of Cree life. Values underlying present policies are discussed and recommendations made which involve: (1) increasing the economic opportunities of the Cree; (2) reorganizing and, thereby, rendering more effective, the educational system; and (3) establishing an Indian social development program. (TL)

ED 043 040 CG 005 785

Spector, Patricia Ann Jakubowski

An Application of the Behavior Change Principles of Role Playing and Shaping to the Training of Counselors.

American Personnel and Guidance Association, Washington, D.C.; Washington Univ., St. Louis, Mo.

Pub Date Apr 69

Note—10p.; Paper presented at the American Personnel and Guidance Association Convention, April, 1969

EDRS Price MF-$0.25 HC-$0.60

Descriptors—Counseling Effectiveness, *Counselor Performance, *Counselors, *Counselor Training, Microcounseling, *Practicums, *Simulation, Training

A brief description of standard procedures used in training counselors is presented, and their net effect explained. The author feels that when the student counselor begins practicum, he is burdened with semi-crippling expectations of how he is supposed to do counseling according to a rigidly held, inadequately known theoretical counseling model. The need for a pre-practicum simulated counseling experience is next discussed. Such an experience involving 30 master's students, working in groups of three which meet two or three times a week in conjunction with their Theories of Counseling course is described. The three students interchanged and enacted the roles of client, counselor and reactor. Emphasis was placed on the utilization of the behavior change principles of role playing and shaping. These as well as the goals of pre-practicum training are fully discussed. The effects of both techniques are presented. The paper concludes by acknowledging that the description of the pre-practicum experience was observational and without experimental, back-up data, but that initial indications were that it is a fruitful approach deserving of further research. (TL)

ED 043 041 CG 005 786

Brooks, Gary D. Brooks, Bonnie S.

The Literature on Drug Abuse.

Texas Univ., El Paso.

Pub Date 70

Note—25p.

EDRS Price MF-$0.25 HC-$1.35

Descriptors—*Bibliographies, *Drug Abuse, Lysergic Acid Diethylamide, Marihuana, Narcotics

This is a bibliographical compilation of much of the literature pertinent to the current drug emphasis which has appeared since c. 1960. It is divided into two general sections: (1) books and pamphlets; and (2) articles. In all, there are 13 books and pamphlets on LSD, three on marihuana, and 52 of a more general nature. Articles are more numerous, and included approximately 300 entries, rather evenly divided among the same categories. (TFL)

ED 043 042 CG 005 802

Haney, Gerald And Others

Confidentiality and the School Counselor. Comments on Inspection of Public School Records and Counselor Privileged Communications.

Kansas State Dept. of Public Instruction, Topeka.

Pub Date [70]

Note—36p.; Paper presented at the American Personnel and Guidance Association Convention in New Orleans, Louisiana, March 22-26, 1970 and the Guidance and Pupil Personnel Services and Administrators, Emporia, Kansas

EDRS Price MF-$0.25 HC-$1.90

Descriptors—*Confidential Records, Counselor Functions, *Counselor Role, Ethical Values, *Ethics, *Information Utilization, Legal Problems, *Legal Responsibility, Standards

Confidentiality, long a concern, has become, with the increase in counseling and therefore personal data of even greater concern to counselors. Most of the time, counselors accept this responsibility without guide lines for release of information, either by the local district or by the state in which they work. Counselors are seeking assurances that they will not be sued because of the nature of their profession in handling records, information about students, and the release of this information. Action has been taken by some states, Michigan and Iowa on the release of this information. Privileged communication may not be what counselors need, since this protects the counselee not the counselor, and furthermore, information could not then be used to benefit the counselee. Each state should construct guide lines to give assistance in understanding and protection of the confidential information given to the schools and used by school personnel including counselors. The second article compiles some of the Kansas laws, legal opinions, and position papers that give insight into the problems and the position of the Kansas counselor as it relates to the problem of confidentiality. (SJ)

ED 043 043 CG 005 803

Flanagan, John C.

The Psychologist's Role in Youth's Quest for Fulfillment.

American Institutes for Research, Palo Alto, Calif.; American Psychological Association, Washington, D.C.

Pub Date Sep 70

Note—11p.; Paper presented at the American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$0.65

Descriptors—Changing Attitudes, *Educational Improvement, Educational Innovation, Individual Instruction, *Individualized Curriculum, Personality, *Psychoeducational Processes, *Psychological Services, Self Actualization, *Student Needs

The schools have not met the challenge of preparing todays youth, many of whom lack both purpose and plans. This challenge to education can best be met through psychological studies and the application of psychological knowledge in the development of new systems of education. Some of the primary needs are: (1) an understanding by the student of his own values, interest, current level of ability; (2) a reasonable degree of skill in decision making and planning; (3) knowledge and skill in the management of behavior and behavior modification; (4) a sophisticated procedure for identifying the program of studies required by each student on the basis of his plans for individual fulfillment; (5) identifying the procedures which will be most effective for assisting the student to learn those abilities and knowledges he has selected; (6) improvement of measuring instruments if these are to be effective in their new roles; (7) the development and application of techniques for preparing teachers for the new roles required by these changes in education; and (8) the development and monitoring of new systems in education. Both David Markle and Jerry Short have developed major improvements and Project Talent Five Year Follow-Up data also shows great promise as a contributor to the new type of educational system which is needed. (SJ)

ED 043 044 CG 005 804

Rahmlow, Harold F. Dunn, James A.

Some Results of Using Student Performance Data for Improvement of Individualized Instructional Units. The Development of Procedures for the Individualization of Educational Programs.

American Institutes for Research, Palo Alto, Calif.; American Psychological Association, Washington, D.C.

Pub Date Sep 70

Note—24p.; Paper presented at the American Psychological Association Convention, Miam i Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$1.30

Descriptors—Counseling Programs, Decision Making, Educational Improvement, *Educational Innovation, *Evaluation Methods, *Individualized Curriculum, Individualized Instruction, *Program Evaluation, *Psychoeducational Processes, Student Needs

PLAN is an ungraded, computer supported, individualized program of education. This paper discusses the development of this program year by year. The first two years were limited, both in curriculum and content pacing. The third year was much more comprehensive. The fourth year will involve all grades, and will have lessons which are behaviorally and discretely defined, information about students, and rules for the use of this information. A program of study is developed by checking state and local school system requirements, the students academic history, and the students academic foundations. A core content of the students program is then set up. At the secondary level, this program is aimed at providing the student with preparation for at least two major long term goals which have been decided upon by him and his parents. The examples given in the second booklet on using student performance data show the data upon which revisions of PLAN modules were made as well as student performance on the revised materials. By first examining summary results for all items for an objective, it is possible to determine whether or not the general level of performance if acceptable, and further whether results indicate general misconceptions or errors in the instructional material itself. (SJ)

ED 043 045 CG 005 805

Maslow, Albert P.

Job Factors, Attitudes and Preferences Affecting the Relative Advancement and Turnover of Men and Women in Federal Careers.

American Psychological Association, Washington, D.C.; Civil Service Commission, Washington, D.C.

Pub Date 3 Sep 70

Note—11p.; Paper presented at the American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$0.65

Descriptors—*Attitudes, *Career Change, Employee Attitudes, Employment, *Employment Patterns, Employment Trends, Females, *Job Satisfaction, Job Skills, Males, *Promotion (Occupational), Sex Differences

This report discusses the job factors, attitudes and preferences affecting the relative advancement and turnover of men and women in federal careers. The study of advancement utilized the responses of 11,000 men and 15,000 women. Findings included that women were more highly educated, participated as much or more, were older and had more service than men within the same grade. Women and men preferred men supervisors, women did not have as high aspirations as men. Close to 10,000 questionnaires were received for the turnover study. The overall turnover rate for women was consistently higher than for men. Occupation and age had a significant impact on turnover. However, sex differences are greatly reduced when turnover rates are studied within segments of the total group. Another phase of the study concerned work attitudes and expectations. Both men and women agreed on the ideal job aspects and on job satisfaction. (SJ)

ED 043 046 CG 005 806

Report of the Illinois White House Conference on Children and Youth: Communication, Commitment, and Action.

Illinois Commission on Children, Springfield.

Pub Date May 70

Note—142p.

Available from—Illinois Commission on Children, Room 1010, Meyers Building, Springfield, Illinois. (No price is quoted.)

EDRS Price MF-$0.75 HC-$7.20

Descriptors—Community Services, Educational Responsibility, *Family Life, Family Problems, Family Programs, Family Relationship, *Human Development, Identification (Psychological), Self Actualization, *Social Change, Social Services, *Youth, Youth Opportunities, Youth Problems, Youth Programs

This report summarizes the fact finding and recommendations of almost 8,000 people in Illinois who participated in preparing for the 1970 White House Conference on Children and Youth. It assesses the needs and opportunities available for the youth of Illinois, notes the gains achieved over the last decade, and makes recommendations for the gaps and problems with which we need to deal. The report is divided into the following four sections: (1) Delivery of Services which deals with the broader philosophy, problems, and priorities relating to the ways agencies and institutions reach and help young people; (2) Youths Role in Society which is concerned with youths quest for identity; (3) The Family Unit which focuses on the conservation of the family as a nature base; and (4) The Collaborative Role of Agencies in the Education Process. (RSM)

ED 043 047 CG 005 807

Lowinger, Paul

Psychiatrists, Marihuana and the Law: A Survey.

American Orthopsychiatric Association, New York, N.Y.; Lafayette Clinic, Detroit, Mich.; Wayne State Univ., Detroit, Mich. School of Medicine.

Pub Date Mar 70

Note—17p.; Paper presented at the American Orthopsychiatric Association Convention, San Francisco, California, March 23-26, 1970

EDRS Price MF-$0.25 HC-$0.95

Descriptors—*Drug Abuse, *Drug Legislation, *Health Education, Laws, *Marihuana, Narcotics, Psychiatrists, *Youth Problems

Marihuana which has an indigenous history in our country is smoked by approximately 20 million Americans. Its main effects are on the brain and they are mediated by the personality of the user and the situation in which the drug is taken. Studies have demonstrated that it is not addictive and that it produces no permanent effects, but since evidence is far from conclusive psychiatrists and physicians do not agree on the meaning of marihuana in our lives. The use of marihuana by the younger generation is part of a cultural change and will continue to increase despite present laws which have made criminals out of numerous youngsters and have led to increased difficulties in law enforcememt. In order to help alleviate drug problems we need: (1) research to define the properties of marihuana in the laboratory, clinically and in the community; (2) adequate treatment for drug abuse which must be separated from the limited topic of marihuana; (3) hones t and effective drug education programs; and (4) the removal of all criminal penalties from the use, sale, and possession of marihuana, amphetamines, psychedelics, and narcotic drugs. (RSM)

ED 043 048 CG 005 809

Grimes, Richard M. And Others

A Systems Approach to the Design of a Model Undergraduate Curriculum for Health Educators.

Pub Date [68]

Note—20p.

EDRS Price MF-$0.25 HC-$1.10

Descriptors—Community Education, Community Health, *Curriculum Development, *Health Education, Interdisciplinary Approach, *Models, *Professional Personnel, *Systems Approach

This report presents a health education curriculum designed to train professionals to function in the combined capacity of community and school health educators. A systems approach is utilized and it is suggested that the components of the program include recruitment, guidance, education, and placement of the students. The curriculum was the first phase developed and a three tiered approach is used. The first level includes education in the communication skills, social sciences, and basic and applied sciences. Acquiring these skills enables the student to progress to the second tier of learning the Administrative, Educational, Community Development, and Socio-Bionomic skills. This knowledge then enables the student to participate in the problem solving seminars and field work which prepare him to attack the health education problems to be faced on the job. Integrated with this three-tiered approach is continuous guidance, counseling, and explanation. (RSM/Author)

ED 043 049 CG 005 810

Schaefer, Charles E.

Evaluation of a Program for Developing Creative Thinking in Teachers and Children at the 4th and 5th Grade Levels.

Fordham Univ., Bronx, N.Y.

Report No—RR-6

Pub Date [70]

Note—54p.

Available from—Charles Schaefer, Fordham University, Bronx, New York 10458. (No price is quoted.)

EDRS Price MF-$0.25 HC-$2.80

Descriptors—Creative Activities, Creative Expression, Creative Thinking, *Creativity, *Creativity Research, *Elementary Education, *Inservice Teacher Education, Instructional Materials, Program Development

This study evaluates a creativity program for elementary school teachers and children. A total of 687 fourth and fifth grade students and 27 teachers from four public schools in New York City were participants in either the experimental or control groups. The experimental teachers attended a 27 week in-service training program designed to assist them in making effective use of innovative materials for creative expression and in increasing their own level of creative thinking. In addition they spent one hour a week developing creative expression in their children. The effectiveness of the program was evaluated by a three-prong approach: (1) classroom observations; (2) a creativity test battery; and (3) subjective reports. At the end of the training program experimental teachers were judged by classroom observations to show a more democratic and original approach in their teaching than control teachers and the experimental children exhibited more alert and original behavior than the controls. The test battery indicated that the program was effective in improving the children's attitude toward creative expression. Teachers evaluated the in-service course as being worthwhile. (RSM/Author)

ED 043 050 CG 005 811

Troll, Lillian E.

Concepts of Generation: Definitions and Issues.

Merrill-Palmer Inst., Detroit, Mich.; Wayne State Univ., Detroit, Mich.

Pub Date [70]

Note—11p.

Available from—Lillian E. Troll, Department of Psychology, Wayne State University, Detroit, Michigan 48202. (No price is quoted.)

EDRS Price MF-$0.25 HC-$0.65

Descriptors—*Culture Conflict, *Family (Sociological Unit), Family Structure, *Generation Gap, Identification (Psychological), *Individual Development, Parent Child Relationship, Personality, *Social Problems, Social Structure

There seem to be at least five separate concepts of generation currently in use: (1) developmental stage; (2) ranked descent; (3) age homogeneous group; (4) time span; and (5) "spirit of the age." The last concept differs from the first four because it refers to content rather than structure. Most current writings use this last definition. Most of the issues of generation center around the three respective social systems of the individual, the family, and the society. For the individual, his generation is part of his identity. The greatest differentiation of generations is probably seen within the family. Each rank of descent and each developmental stage is likely to be recognized. In society, there may be only two significant generations: those who are not full members of society and those who are. The study of generation gap can be clarified by considering two dimensions. The first is the amount of transmission of culture. The second is the amount of effort needed to negotiate the gap or the amount of conflict involved in the transition. By combining these two dimensions, we get four types of generation gap situations, ranging from the most serene to the most explosive. It is more important to know which of these four is most probable than to ask whether there is or is not a gap. (SJ)

ED 043 051 CG 005 812

Krasnow, E. Judith And Others

Aggressive Behavior: Research in the Modification of Teachers' Attitudes.

Alexandria Community Mental Health Center, Va.

Pub Date [68]

Note—29p.

Available from—E. Judith Krasnow, DSW, Director, Training and Staff Development, Alexandria Community Mental Health Center, 720 North St. Asaph Street, Alexandria, Virginia 22314. (No price is quoted.)

EDRS Price MF-$0.25 HC-$1.55

Descriptors—*Aggression, Emotionally Disturbed, *Inservice Education, Inservice Programs, *Inservice Teacher Education, Mental Health Clinics, Mental Health Programs, Misbehavior, Socially Deviant Behavior, Student Behavior, Teacher Attitudes, *Teacher Workshops

Assessment of the format and content of a teacher in-service program on the aggressive child is the topic of this study. The program was presented by the Alexandria Community Mental Health Center to 284 elementary teachers from the local community. The teachers were asked to fill out pre- and post-workshop questionnaires regarding their expectations for the workshop and their attitudes about aggressive children. Although the data gathering method was inadequate for making definitive statements regarding attitude change, several issues were illuminated by the questionnaire. Teachers were pleased with the format but disappointed in the theoretical content of the workshop, thus raising the question of whether mental health staffs can shift from their need to deal with the theoretical to teachers' needs for receiving direct technical guidance in classroom management of the aggressive child. It also posed the question of whether the mental health staff should be the agent to provide this type of in-service program to teachers. (TL)

ED 043 052 CG 005 813

Flemmings, Vincent C.

Student Unrest in the High Schools: A Position Paper.

Center for Urban Education, New York, N.Y.

Pub Date Jun 70

Note—44p.

Available from—Vincent C. Flemmings, Center for Urban Education, 105 Madison Avenue, New York, New York 10016. (No price is quoted.)

EDRS Price MF-$0.25 HC-$2.30

Descriptors—*Activism, *High Schools, *High School Students, Secondary Education, Secondary Schools, Secondary School Students, *Social Problems, Social Relations, *Student Alienation, Student Attitudes, Students

Derived from the deliberations of the 1969 Superintendents Work Conference, this position paper provides an analysis of the current panorama of social unrest in schools and the community in general. It began with the assessment that student unrest, to be effectively dealt with, must be viewed as emerging from and reflecting the structural, cultural, economic and other characteristics of our society. Schools exacerbate the situation by their repressive rules, their conformity-oriented structure, and their imperviousness to change. Specific approaches are suggested to initiate changes in the relations of schools to students, staff, and the community at large. The focus for change is on three main areas: (1) ideology; (2) organization; and (3) curriculum. The paper concludes with a strategy for change which rests on two basic assumptions: (1) the rights of students must be upheld; and (2) the principles of "due process" and "rule of law" must prevail in schools and society. At bottom, the problem of student unrest was seen as a problem in the management of conflict and change. (TL)

ED 043 053 CG 005 826

Doctor, Ronald M. Sieveking, Nicholas A.

A Survey of Attitudes Toward Drug Addiction.

San Fernando Valley State Coll., Northridge, Calif.; Vanderbilt Univ., Nashville, Tenn.

Pub Date Sep 70

Note—18p.; Paper presented at the American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$1.00

Descriptors—*Attitudes, *Drug Abuse, *Drug Addiction, Social Attitudes, Social Problems, *Surveys

The purpose of this survey was to assess public attitudes about drug addiction, addicts, and treatment for this condition. Four reference groups were sampled: (1) law-enforcement representatives; (2) college student non-users; (3) student users of marihuana; and (4) post-withdrawal narcotic addicts. Data was obtained from a questionnaire consisting of 35 bipolar descriptive statements, to which subjects were to assign a rating from one to five, indicating their agreement, neutrality or non-agreement with each of the statements. An additional 11 items assessed the potential helpfulness of different classes of people to the drug addict. Responses to the 35 descriptive items and to the 11 helpfulness ratings were submitted to principal component factor analyses. Four were extracted from the descriptive statements: (1) social rejection; (2) psychological intervention; (3) threatening, harmful; and (4) nonpunitive reaction. Likewise, four were extracted from the helpfulness ratings: (1) semi-professionals; (2) mental health professionals; (3) adjunct professionals; and (4) family and friends. Results are presented. A concluding discussion elaborates the findings and attempts some minimal interpretation of them. (TL)

ED 043 054 CG 005 827

Phillips, Beeman N.

The Diagnostic-Intervention Class: Its Conceptual Status and Relation to a General School Psychological Services Model, and Results of an Implementation in an Elementary School.

American Psychological Association, Washington, D.C.; Texas Univ., Austin.

Pub Date 6 Sep 70

Note—13p.; Paper presented at the American Psychological Association Convention in Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$0.75

Descriptors—Diagnostic Teaching, Disadvantaged Youth, Discipline, Educational Diagnosis, Educational Needs, Educational Planning, *Educational Programs, Emotional Problems, *Intervention, Psychoeducational Processes, *Psychological Services, Remedial Instruction, *School Services, *Special Education

Current and projected educational developments (such as the increasing demand for school psychological services) as well as the traditional friction between teaching and psychological services, are briefly considered as a backdrop against which to present a general diagnostic intervention services model. The model identifies three levels of school psychological services: (1) primary, which focus on the entire school population and which are primarily preventive and developmental; (2) secondary, which apply to vulnerable school populations, eg. lower class minority groups, and are heavily ameliorative and compensatory in emphasis; and (3) tertiary, which service children definitely diagnosed as problematic, and which focus on remediation and therapy. Salient characteristics of class based on the model are listed. The implementation of a variation of the diagnostic-intervention class model in an Austin, Texas elementary school which serves disadvantaged children is described, and results and observations presented. (TL)

ED 043 055 CG 005 830

Mann, John

The Present Status of Psychodramatic Research.

American Psychological Association, Washington, D.C.; State Univ. of New York, Genesco.

Pub Date Sep 70

Note—11p.; Paper presented at the American Psychological Association Convention in Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$0.65

Descriptors—Drama, Dramatic Play, *Psychotherapy, Research, Research Criteria, *Research Opportunities, Research Problems, Research Projects, *Role Playing, *Sociodrama, *Therapy

Two major trends in psychodramatic research during the last 10 years are delineated: (1) evaluating its effectiveness as a form of therapy; and (2) varying the communications process via role playing to produce attitude change. Examples of both are given. The author concludes that findings to date may well dissatisfy the practicing psychodramatist and sugests that possibly the wrong research questions have been asked. The focus must be on more limited aspects of the psychodramatic process, if valid and productive scientific research is to take place. Several possible studies are suggested which are pertinent to psychodrama and which could be carried out with validity in respect to scientific criteria. Special emphasis is placed on a basic issue which the author views as having been almost totally ignored, viz., whether the spontaneity state actually exists. This is a question of examining the process as distinguished from the ends which can be achieved. The paper concludes by urging a renaissance of relevant psychodramatic research. (TL)

ED 043 056 CG 005 831

Selected Teaching Materials in Physical Education for Elementary School Pupils.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.; New York State Education Dept., Albany. Bureau of School Libraries.

Pub Date 70

Note—24p.

EDRS Price MF-$0.25 HC-$1.30

Descriptors—*Bibliographies, Elementary School Curriculum, *Elementary School Students, *Physical Education, Recreational Activities

This bibliography was compiled to assist educators in their selection of reading materials in physical education for elementary pupils. Besides general and reference works, specific topics include: (1) games; (2) the olympic games; (3) aquatics; (4) individual and dual activities; (5) team activities; (6) rhythms and dance; (7) the great outdoors; and (8) winter sports. A listing of periodicals, sources of free material, and a directory of publishers is included. (TL)

ED 043 057 CG 005 833

Khanna, J. L.

Human Relations Training for Educators. Final Evaluation. Project Upper Cumberland.

Project Upper Cumberland, Livingston, Tenn.

Pub Date Jul 70

Note—114p.

EDRS Price MF-$0.50 HC-$5.80

Descriptors—*Educational Disadvantagement, Inservice Teacher Education, *Pilot Projects, Program Descriptions, *Program Evaluation, Teacher Improvement

Project Upper Cumberland was a three year endeavor which served 16 Tennessee counties. The final report and evaluation, in three documents, summarizes the three innovative programs which it engendered: (1) teacher inservice training, emphasizing human relations; (2) a pilot cultural arts program (art, music, drama) for grades 1-12; and (3) a pilot guidance and counseling program for grades 1-9. This portion of the report focuses on human relations training. All three report areas have as a general goal the changing and improving of attitudes. The sample, control group, design and procedure of the inser-

vice program, as well as its shortcomings and achievements, are fully elaborated according to the Title III ESEA evaluation format. Positive results are noted in the fact that the inservice program has already been implemented. Overall it was felt that the greatest contribution to the project has been the introduction of the Title III ESEA concept to the region, thereby laying the groundwork for future programs which hopefully will attack the needs of the region with greater accuracy. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (TL)

ED 043 058 CG 005 834

Flanders, John N. And Others

[Project Upper Cumberland. Final Report. Project Upper Cumberland Cultural Arts Program. Final Evaluation. Demonstration Program in Guidance and Counseling. An Evaluation.]

Project Upper Cumberland, Livingston, Tenn.

Pub Date 70

Note—108p.

EDRS Price MF-$0.50 HC-$5.50

Descriptors—Art, Cultural Enrichment, *Educational Disadvantagement, *Fine Arts, *Guidance Programs, *Pilot Projects, Program Descriptions, *Program Evaluation

Project Upper Cumberland was a three year endeavor which served 16 Tennessee counties. The final report and evaluation, in three documents, summarizes the three innovative programs which it engendered: (1) teacher inservice training, emphasizing human relations; (2) a pilot cultural arts program (art, music, drama) for grades 1-12; and (3) a pilot guidance and counseling program for grades 1-9. This portion of the report focuses on the cultural arts and guidance and counseling programs. All three areas have as a general goal the changing and improving of attitudes. The full scope of each program and the evaluative measures utilized are included. Positive results are noted in the fact that many elements of the cultural arts project and of the guidance program are being continued. Overall, it would appear that the greatest contribution of the project has been the introduction of the Title III ESEA concept to the region, thereby laying the groundwork for future programs which hopefully will attack the needs of the region with greater accuracy. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (TL)

ED 043 059 CG 005 835

Harris, Eileen M.

A Measurement of Alienation in College Student Marihuana Users and Non-Users.

Southern Illinois Univ., Carbondale.

Pub Date [69]

Note—10p.

EDRS Price MF-$0.25 HC-$0.60

Descriptors—*College Students, *Drug Abuse, *Marihuana, *Measurement, *Student Alienation

A three part questionnaire was administered to 1380 Southern Illinois University students to: (1) elicit demographic data; (2) determine the extent of experience with marihuana; and (3) measure alienation utilizing Dean's scale. In addition, the Minnesota Multiphasic Personality Lie Inventory was given. Statistical analyses were performed to discover relationships: (1) between background information and marihuana usage and alienation; and (2) among more than two respondent characteristics and marihuana use and alienation. Protest sympathy and father's occupation were found to be significant predictors of alienation. Marihuana usage and alienation were significant reciprocal predictors, though no causal relationship was established. Evidence from the study provided a basis for the following conclusions for the sample population: (1) marihuana users are more alienated than non-users; (2) alienation is increasing among college youth; and (3) marihuana usage has increased among college students. Characteristics of students more likely to use marihuana or evidence alienation are listed. Conclusions also indicated that factors examined in this study are by no means the whole story. It was recommended that peer group pressure be studied. (TL)

ED 043 060 CG 005 836

Ivey, Allen E. Rollin, Stephen A.

The Human Relations Performance Curriculum: A Commitment to Intentionality.

Massachusetts Univ., Amherst.

Pub Date Feb 70

Note—15p.

EDRS Price MF-$0.25 HC-$0.85

Descriptors—*Human Relations, Human Relations Units, Personal Growth, *Sensitivity Training, *Teacher Characteristics, Teacher Education, *Teaching, *Training

This paper describes a curriculum in human relations, written from a behavioral frame of reference, the primary objective of which is the development of teachers who can act freely and spontaneously, i.e. with intentionality. Intentionality defines a central objective of teacher training, namely the teacher who can respond and act appropriately in the constantly changing and not always predictable classroom situation. The curriculum is designed to give teacher trainees a set of behaviors and a method useful not only in teaching human relations, but teaching in other areas as well. Specific skills in an area of human relations behavior (eg. relaxation, attending behavior, etc.) are arranged in a hierarchical fashion which must be performed progressively and successfully. An example of such a hierarchy is presented giving both performance criteria and performance-oriented instructional tasks. The paper concludes with a description of the intentional teacher: a person who can act in a multitude of contexts and situations. (TL)

ED 043 061 CG 005 837

Breivogel, William F. And Others

The Florida Parent Education Model as an Agent of Change.

American Psychological Association, Washington, D.C.; Florida Univ., Gainesville. Inst. for Development of Human Resources.

Pub Date 3 Sep 70

Note—29p.; Paper presented at the American Psychological Association Convention in Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$1.55

Descriptors—Culturally Disadvantaged, *Disadvantaged Youth, *Economically Disadvantaged, Educational Experience, Educational Improvement, *Educational Innovation, Educationally Disadvantaged, *Paraprofessional School Personnel, Parent Education, Parent Participation, *Teacher Education

Four papers comprised this symposium report, the purpose of which was to explicate the effectiveness of the Florida Parent Education Follow Through Model, which has as its focus economically deprived, educationally divergent children. This program involves the use of paraprofessionals (called parent educators) who are indigenous to the neighborhoods which they serve: (1) to act as classroom aides; (2) to make frequent home visits; (3) to teach mothers learning tasks which they, in turn, teach their children; and (4) to serve as communication link between home and school. The first paper discussed a multi-dimensioned Home Environment Review (HER) which is a new instrument for measuring those aspects of the home environment which are amenable to change and are school related. Plans for its use include: (1) evaluating the Florida Parent Education Program (FPEP); and (2) developing tasks to be brought into the home by parent educators. The other papers discuss the FPEP's impact on the school, the community and the sponsoring university. One of the important findings is the need for a basic change in teacher education. The final paper elaborates on the University of Florida's innovative Teacher Corps Program, a two year Masters program aimed at preparing teachers for educationally divergent children. (TL)

ED 043 062 CG 005 838

Holmes, Grace W.

Student Protest and the Law.

Michigan Univ., Ann Arbor. Inst. of Continuing Legal Education.

Pub Date 69

Note—399p.

Available from—Institute of Continuing Legal Education, Hutchins Hall, Ann Arbor, Michigan 48104 (No price is quoted.)

Document Not Available from EDRS.

Descriptors—*Activism, Administrative Policy, Civil Rights, College Administration, College Students, *Governance, *Legal Problems, *Student Behavior, Student Problems, Student Reaction, *Student School Relationship, Universities, University Administration

This book is a transcript of a forum involving men who have dealt directly and variously with the problem of student protest. In the introduction, the overall problems are viewed as falling into three general categories: (1) student rights; (2) questions of violence and coercion; and (3) the civil liberties aspects of both. Specific considerations include: (1) the goals, functions, responsibilities and limitations of the University; (2) the University's response to disruptive behavior; (3) the dimensions, scope, and causes of campus unrest, reactions to it and possibilities for alleviation; (4) the array of sanctions and their application; (5) the school and the student in court and the difficulties involved; (6) the dual jurisdiction of campus and community and consequent problems; and (7) constitutional considerations, including protection of campus protest. In addition to presenting the essence of the opinions and experiences of the authors, the book also includes the court papers, orders, model codes and procedures which were utilized in their dealings with the problem. (TL)

ED 043 063 CG 005 839

Letson, John W.

Formulation of Models for Preparing Occupational Materials for Pupils from Various Socio-Economic Levels in Grades Three Through Eight.

Atlanta Public Schools, Ga.

Pub Date 69

Note—306p.

Available from—Dr. John Letson, Superintendent, 224 Central Avenue, S.W., Atlanta, Georgia 30303. (No price is quoted.)

EDRS Price MF-$1.25 HC-$15.40

Descriptors—Elementary Education, *Elementary School Curriculum, Elementary Schools, *Elementary School Students, Occupational Aspiration, *Occupational Choice, Occupational Guidance, *Occupational Information, Occupations, *Vocational Development

This document accompanied a request from the Atlanta Public Schools to the United States Office of Education for a Title III continuation grant which would enable that school system to continue an innovative program intended to develop, compile and disseminate appropriate occupational information for elementary school age children. The report is comprised of four sections, two of which constitute its bulk: (1) a narrative account of the rationale behind, purposes of, and planning which went into the program design, a summary of its accomplishments to date in the area of materials compiled and developed, and an exposition of the evaluative techniques utilized; and (2) an informational run-down of projected activities and anticipated needs, should the grant be continued. All budgetary expenditures and needs are included. In the appendices, the accomplishments, summarized in the body of the report, are presented in their actual form. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (TL)

ED 043 064 CG 005 854

Strand II: Sociological Health Problems. Prototype Curriculum Materials for the Elementary and Secondary Grades.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 70

Note—278p.

EDRS Price MF-$1.25 HC-$14.00

Descriptors—*Alcohol Education, Curriculum, *Curriculum Guides, *Drug Abuse, Elementary School Curriculum, Health Activities, *Health Education, Health Guides, Health Programs, Junior High Schools, Secondary Education, *Smoking

These publications contain three of the topics for Strand II, Sociological Health Problems, which have been prepared as part of the kindergarten through twelve health syllabus revision project. The material included is intended for use in grades four through twelve. The topics covered are alcohol education, drugs and narcotics, and smoking. The booklets are set up in the following format; (1) reference or topic; (2) major understandings and fundamental concepts; (3) suggested teaching aids and learning activities; and (4) supplementary information for teachers. A bibliography including books, periodicals, films, and filmstrips, and pamphlets are given for each topic at each grade level. (KJ/Author)

ED 043 065 CG 005 855

O'Connor, James R., Ed.

Report of the Annual All Ohio Junior High Guidance Conference: Signs of the Seventies. (8th, May 1, 1970).

Spons Agency—Ohio School Counselors Association.; Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing.

Pub Date Jun 70

Note—34p.

Available from—Division of Guidance and Testing, State Department of Education, 751 Northwest Boulevard, Columbus, Ohio 43212. (No price is quoted.)

EDRS Price MF-$0.25 HC $1.80

Descriptors—*Activism, Counseling Effectiveness, Counseling Services, Counselor Attitudes, *Counselor Functions, *Counselor Role, Crisis Therapy, *Drug Abuse, Educational Counseling, Elementary School Counselors, Student Personnel Programs, *Student Personnel Services

Excepting opening comments, four papers are presented: (1) crisis counseling, which stresses the increasingly crisis-oriented nature of society and the schools, and which suggests guidelines for the counselor who is confronted with the situation; (2) drug abuse, which deals generally with marihuana and its relationship to hard drugs, and states that the prime objective should be to prevent experimental curiosity into the use of hard drugs; (3) student activism, which elaborates on the anatomy of the boycott of South Junior High School, Lima, Ohio, and which lists preparatory and preventive steps for such emergencies; and (4) counselor involvement in change in the junior high school, which discusses the July 1 "wedding" of ESEA - III and NDEA V-A and its implications. The focus is on progress toward a systems approach to career guidance. (TL)

ED 043 066 CG 005 856

Kanun, Clara Reinertsen, David

An Evaluation of an Experimental Program on Alcoholism and Other Drug Abuse Counseling.

Spons Agency—Minnesota Univ., St. Paul.

Pub Date Aug 70

Note—53p.

EDRS Price MF-$0.25 HC-$2.75

Descriptors—*Alcohol Education, Alcoholism, *Drug Abuse, Drug Addiction, *Education, Educational Experiments, Educational Objectives, *Health Education, *Training, Training Objectives

The evaluation of this three-quarter experimental sequence of courses includes three phases: (1) the use of non-participant observation of the lectures; (2) a series of questionnaires periodically administered to class participants; and (3) a projected survey of class participants to assess the influence and consequences of the course experience. Two primary course goals are identified: (1) the training of counselors for the rehabilitation of alcohol and drug dependents; and (2) the informing of a broad sweep of professionals in social work, education, nursing and personnel work. A student profile at the beginning of the course showed 107 participants, ages 25-65, with varied educational and occupational backgrounds. At the end of the course only 73 remained. This information is broken down and discussed. The content of the courses taught all three quarters is presented. Problems encountered included: (1) ambiguity of course goals; (2) lack of continuity in the lectures; (3) diversity of the students with respect to prior education and experience; and (4) too broad a range of material to be treated in any depth. (TL)

ED 043 067 CG 005 858

Dissent and Discipline in Secondary Schools. Course Materials.

Michigan Univ., Ann Arbor. Inst. of Continuing Legal Education.

Pub Date Jun 70

Note—139p.

Available from—Institute of Continuing Legal Education, Hutchins Hall, Ann Arbor, Michigan 48104. (No price is quoted.)

Document Not Available from EDRS.

Descriptors—*Activism, Board of Education Policy, Board of Education Role, Boards of Education, Civil Rights, Community Control, Educational Policy, *Freedom of Speech, *Legal Problems, Legislation, School Administration, Secondary Schools, *Secondary School Students, Student Alienation, *Student Behavior, Student School Relationship

This collection of eight articles focuses primarily on the nature and extent of legal involvement in secondary school dissent and discipline. In the first article, the problem of school decentralization is viewed in terms of the conflicts which it creates. Another article presents the relevant legal decisions which aid in clarifying just what is included in the concept of constitutionally protected free speech. In three related articles, the following areas are dealt with: (1) the significance of the Tinker vs. Des Moines Schools decision (the black arm-band case) in expanding the applicability of constitutional free speech guarantees to the public school setting; (2) three constitutional theories under which the validity of public school regulations of students' hair styles may be attacked; and (3) the test of reasonableness as applied to long hair bans in public schools. In contrast to the dominant current focus, a lengthy article concerns itself with the non-constitutional limits of the power of school boards to make rules governing student conduct and status. A few major trends of judicial involvement in public education are discussed in the somewhat summary-type concluding article. (TL)

ED 043 068 CG 005 859

Clay, Vidal S.

The Management of Death in the Middle Class American Family.

Connecticut Univ., Stamford.

Pub Date 8 Oct 70

Note—20p.; Paper presented at the National Council on Family Relations Convention, Chicago, Illinois, October 7-10, 1970

EDRS Price MF-$0.25 HC-$1.10

Descriptors—*Attitudes, Childhood Attitudes, Class Attitudes, *Death, Human Dignity, Middle Class, *Middle Class Culture, Middle Class Values, *Social Attitudes

Starting with the observation that attitudes towards death cannot be divorced from attitudes towards life, the author proceeds with a critical and reflective look at American society's poor management of death, both in terms of the dying person and the bereaved. Denial is the mechanism used to protect ourselves from facing the fact of death, and the result is a cold and inappropriate ritual which assigns the primary roles to the undertaker and the physician. Much is said about the stages through which a dying person goes in making his peace with death, and about the "grief work" of the bereaved in learning to live with his new situation. The unfortunate and lonely ways in which people are forced to handle these critical periods is examined. Specific suggestions for changing the attitude toward death includes: (1) stop denying its existence; (2) humanize the procedures that surround it; (3) redesign the rituals so as to humanize them; and (4) teach about death, appropriately, throughout life. (TL)

ED 043 069 CG 005 860

Barrett, Gerald V.

Research Models of the Future for Industrial and Organizational Psychology.

American Psychological Association, Washington, D.C.; Rochester Univ., N. Y. Management Research Center.

Pub Date 6 Sep 70

Note—25p.; Paper presented at the American Psychological Association Convention in Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$1.35

Descriptors—Educational Researchers, *Industrial Structure, Organization, Psychological Studies, Psychologists, *Psychology, *Research Committees, *Research Needs, *Research Problems

This paper presents three different aspects of research in industrial and organizational psychology. First, characteristics of major advances in science, and in the social and behavioral sciences are given, including: (1) team research is more common for major advances; and (2) young men under 35 are responsible for many major contributions. Secondly, the characteristic ways industrial and organizational psychologists conduct their research and the research requirements in these areas for the seventies are considered, including: (1) standardization; (2) replication; (3) more funding; (4) more valid instrumentation; and (5) measured response to "innovation". Third, considering the above two areas, the optimum approaches of industrial and organizational psychology research to meet the requirements of the future are explored. Examples included the setting up of a series of panels to serve as standard-setting groups, problem solvers, links between the academic and non-academic researchers, and to perform functions which are described. (KJ)

ED 043 070 CG 005 861

Stogdill, Ralph M.

Response of Vocational Students to Supervision.

American Psychological Association, Washington, D.C.; Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 3 Sep 70

Note—11p.; Paper presented at the American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-$0.25 HC-$0.65

Descriptors—Adjustment (to Environment), Attitudes, *Changing Attitudes, Males, *Reinforcement, *Role Perception, *Student Adjustment, *Supervision, Supervisors, Supervisory Methods, Vocational Education

The subjects were boys in two vocational high schools who had been rated by their teachers as responding favorably or unfavorably to supervision. Small groups were shown one film daily over a period of five days and discussed the role behavior of the supervisor shown in the film. In one group of experimental subjects, positive attitudes toward Structuring Expectations and Production Emphasis, and negative attitudes toward Consideration and Tolerance of Freedom were reinforced. For a second group of subjects the opposite reinforcement conditions prevailed. Control groups did not see the films. The experimental group of poorly adjusted students that received negative reinforcement of Consideration and Freedom, and positive reinforcement Structure and Production was rated several weeks later as responding significantly less favorably to supervision than the control group of poorly adjusted students. It was concluded that for this group of subjects, attitude reinforcement worsens behavior. Previous research with the moview indicated that discussion of the five roles without attitude reinforcement resulted in significant improvement in response to supervision. (Author)

ED 043 071 CG 005 865

Community, Creativity, Collaboration: A New Training Model in Mental Health. A Summary Report on the Comprehensive Community Mental Health Training Project.

Case Western Reserve Univ., Cleveland, Ohio.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Jun 70

Note—122p.

Available from—Miss Ruth Hubman, Cleveland College, Case Western Reserve University, Cleveland Ohio 44106. ($2.00 per copy.)

EDRS Price MF-$0.50 HC-$6.20

Descriptors—Changing Attitudes, *Curriculum, Educational Innovation, Learning Activities, *Mental Health, *Organizational Change, *Professional Education, *Program Design, *Social Change

This report presents an experiment in postgraduate training of mental health professionals through innovative education designed not only to inform but to produce changes in individual attitudes, roles, and skills, as well as in agency programs. The educational design was based on a human factors or sociocentric change model. Included in Part One is a summary of project activities with specifics on the goal, the educational model, the participants, the outcomes, and the evaluation of the training project. Major impacts are noted on individuals, agencies, and on relationships between agencies. Based on material from rating scales and interviews, there was in increased acceptance of the goals of community mental health, an expanded definition of the field, and a greater sense of professional responsibility. Part Two of the report provides a detailed description of the curriculum and program, including lists of staff and participants. The appendix provides a followup questionnaire and reference material. (Author/KJ)

ED 043 072 CG 005 869

Health Education in Elementary Schools. Curriculum Bulletin, 1969-70 Series. Number 2.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Pub Date 69
Note—259p.
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201. ($3.50 per copy)
EDRS Price MF-$1.00 HC Not Available from EDRS.
Descriptors—Curriculum, *Curriculum Guides, *Elementary School Curriculum, Health Activities, *Health Education, *Health Guides, Health Programs, Learning Activities, Mental Health, *Safety Education

This publication serves as a basic instrument for health instruction in the elementary grades. It has been designed for adaptation in meeting the differing needs of New York City pupils. The format of the bulletin enables the teacher to plan specific lessons with health learning supplemented by recommended pupil activities through a basic set up on concepts, content, and activities listed on each page to coordinate with a general topic, such as clothing, safety, eyes and their care, ears and their care, nutrition, dental health, mental health, exercise rest and sleep. In addition, a suggested schedule for the allocation of time to be spent on each topic is included. The book is set up by grade level, prekindergarten through grade six, under which all topics are listed, and presented according to grade level. (KJ/Author)

ED 043 073 CG 005 870
Elman, Judith And Others
Sex-Roles and Self-Concepts: Real and Ideal.
Clark Univ., Worcester, Mass.; College of the Holy Cross, Worcester, Mass.; Radcliffe Inst., Cambridge, Mass.
Pub Date 70
Note—10p.
EDRS Price MF-$0.25 HC-$0.60
Descriptors—*Females, Individual Characteristics, *Males, Perception, *Role Perception, *Self Concept, Self Esteem, Sex (Characteristics), *Sex Differences

Males' and females' conceptions of ideal men and women in relation to their perceptions of sex-role sterotypes and their self-concepts were investigated. The following hypotheses were supported by the results obtained: (1) ideal males and females are seen as more similar than typical males and females ($p<.01$); and (2) one's self-concept is closer to his corresponding sex-role sterotype than to the sex-role ideal; one's ideal self is more similar to the sex-role ideal than to the sex-role stereotype ($p<.01$). The findings showed that individuals are content with neither the sex-roles nor with the relative position of self with respect to the sex-roles as they are perceived to exist at present. (Author)

ED 043 074 CG 005 871
Simon, Ralph
The Paraprofessionals Are Coming! The Paraprofessionals Are Coming!
American Psychological Association, Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date Sep 70
Note—27p.; Paper presented at the American Psychological Association Convention in Miami Beach, Florida, September 3-8, 1970
Available from—Ralph Simon, Ph.D., Chief, Experimental and Special Training Branch, National Institute of Mental Health, Chevy Chase, Maryland. (No price is quoted.)
EDRS Price MF-$0.25 HC-$1.45
Descriptors—*Job Training, *Mental Health, *Mental Health Programs, Preservice Education, *Subprofessionals, *Training

An initial assumption was that persons with less than full professional training can provide meaningful, useful and effective mental health services. The scope is confined to occupationally-oriented training at the associate of arts level and at the B.A. level. The extent of current associate of arts level training programs is discussed, as well as the curriculum. Two year mental health programs are viewed as emphasizing: (1) process-oriented courses; and (2) field experiences. Jobs held by people completing these programs are discussed. A more extensive treatment of developments in B.A. level training for mental health workers is presented. The current satus of the job market for these people is analyzed. A comparison between the two types of programs points up that they do not share common objectives. Various issues in training mental health workers are aired. One major consideration is the extent to which the professions should play a major role in non-professional training. (TL)

ED 043 075 CG 005 872
Lunneborg, Patricia W.
Evolution of a Human Ecology Curriculum from Home Economics: A Proposal for High Schools.
Washington Univ., Seattle. Bureau of Testing.
Pub Date Jul 70
Note—23p.
EDRS Price MF-$0.25 HC-$1.25
Descriptors—Curriculum, *Curriculum Development, *Disadvantaged Youth, *Ecology, Educational Needs, Home Economics, *Home Economics Education, Secondary Education, *Student Participation, Vocational Education

Proposed is the development of an ecology curriculum at the secondary school level by home economics instructors in conjunction with teachers in biology, health, social science, etc. To combat the decline in enrollment in home economics and the complaint of irrelevance of traditional cooking and sewing courses, home economics teachers are urged to redefine their field as human ecology, an academic discipline with legitimate vocational programs attached such as food preparation, day care, community service. (Author)

ED 043 076 CG 005 874
Mann, Jay And Others
Effects of Erotic Films of Sexual Behavior of Married Couples. Sex-guilt and Reactions to Pornographic Films. Exposure to Pornography, Character, and Sexual Deviance: A Retrospective Survey.
American Psychological Association, Washington, D.C.; Oberlin Coll., Ohio.; Stanford Univ., Calif. School of Medicine.; Veterans Administration Hospital, Palo Alto, Calif.
Pub Date Sep 70
Note—35p.; Paper presented at the American Psychological Association Convention in Miami, Florida, September 3-8, 1970
EDRS Price MF-$0.25 HC-$1.85
Descriptors—*Attitudes, Behavior Change, Behavior Patterns, Changing Attitudes, College Students, Females, Males, *Marriage, Sex (Characteristics), *Sex Differences, *Sexuality, *Single Students

This paper reviews some of the findings from two studies of the reactions of single college students and married couples who viewed one of two pornographic films. Findings from the first study included: (1) women were aroused as much as men upon viewing the film showing intercourse; they were less aroused and the men were more aroused after the film showing oral-genital sex. The majo finding in the second study showed that the married male who is high in sex-guilt finds his marital sex life less satisfactory, masturbates more and has a more positive response to pornography than a single male high in sex-guilt. A second paper presents a study involving middle class adults married at least ten years who viewed pornographic films. Results suggest that these films produced no sustained change in behavior with the above subjects. A third study, assessing relationships among exposure to pornography, moral character, and sexual deviance concludes that character is the mediating variable associated with sexual deviance and criminal deviant and sexually active peer groups. (KJ)

ED 043 077 CG 005 877
Clark, W. Donald
The Role of State Departments as Projectors of the Public Image of School Psychologists.
American Psychological Association, Washington, D.C.; Rutgers, The State Univ., New Brunswick, N.J.
Pub Date 5 Sep 70
Note—7p.; Paper presented at the American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970
EDRS Price MF-$0.25 HC-$0.45
Descriptors—*Psychological Evaluation, Psychologists, *Pupil Personnel Workers, *School Psychologists, *Special Education

Emphasis is placed on the role of legislation and laws as factors in the growth of school psychology, which growth has, by design, paralleled that of special education. The limited functions of the school psychologists are viewed as resulting from the special education legislation which mandated supportive services. The author complains that the school psychologist "is a service," not part of the total instructional program. His image is narrow and limiting. Awareness of the disappearance of an early state department bias which favored school psychology is noted. The author concludes that the school psychologist must maintain his primary role in evaluating the handicapped, but must develop other competencies as well. (TL)

ED 043 078 CG 005 878
Goldenberg, I. Ira
Psychotherapy and the Psychotherapist: The Non-Professional as Clinician Change Agent.
American Psychological Association, Washington, D.C.; Harvard Univ., Cambridge, Mass.
Pub Date 70
Note—12p.; Paper presented at the American Psychological Association Convention in Miami Beach, Florida, September 3-8. 1970
EDRS Price MF-$0.25 HC-$0.70
Descriptors—*Change Agents, *Economic Disadvantagement, *Psychological Services, *Psychotherapy, *Social Change

Current research in psychotherapy is indicted because: (1) it omits the question of social or political values; and (2) it fails to come to grips with the fact that social, political and economic institutions are a large part of the problems of those who need help the most. Poverty is defined in psychological terms as a pattern of hopelessness and helplessness, of feeling limited and expendable. In these terms, psychotherapy is viewed as excluding the old, the black, the poor and the ignorant. Given the absence of hard data supporting the effectiveness of psychotherapy with these individuals, a case is made for the use of non-professionals in mental health efforts which could serve this unserved population. In line with this, it is proposed that psychotherapy must couple individual remediation with attempts at institutional change. A residential youth center, formed by the author and a group of non-professionals in New Haven's ghettos, is offered as an example. Twenty youngsters, aged 16-21, previously adjudged to have almost insurmountable problems, were admitted. A control group was used. Results showed increased work attendance, increased incomes, and decreased arrests and time in jail. Also, the group came to feel less alienated and more trustful than the control group. (TL)

ED 043 079 CG 005 879
Larson, Lyle E.
The Relative Influence of Parent-Adolescent Affect in Predicting the Salience Hierarchy Among Youth.
Alberta Univ., Edmonton.
Pub Date Oct 70
Note—30p.; Paper presented at the National Council on Family Relations Convention in Chicago, Illinois, October 7-10, 1970
EDRS Price MF-$0.25 HC-$1.60
Descriptors—*Adolescence, *Decision Making, Family Influence, *Interpersonal Relationship, Objectives, *Parent Child Relationship, Parent Influence, *Peer Relationship, Relationship, Social Class

This paper, the final one in a series of three, presents the results of a test on the relative predictive efficiency of four alternative hypotheses in explaining the "salience hierarchy" (the relative influence of parents and peers) among youth. The four hypotheses include: (1) grade level approach; (2) goals hypothesis; (3) situational approach; and (4) relationship hypothesis. The data were obtained through the mass administration of a precoded and pretested survey instrument to seventh, ninth, and twelfth graders. From the data, several conclusions were drawn: (1) grade has only a minimal impact on the pro-parent orientations of youth; (2) social class appears to be an important variable where the level of parent adolescent affect is not controlled; and (3) perceived reference set help in making decisions about goals is not an important factor in the determination of the hierarchical preferences among youth when considered relative to other variables. The findings indicate that the relationship model is a useful theoretical perspective in the explanation of the salience hierarchy during adolescence. (KJ)

ED 043 080 CG 005 880
Family Living Including Sex Education. Curriculum Bulletin. 1969-70 Series. Number 3.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Pub Date 70
Note—123p.
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201. ($4.00 per copy.)
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—Audiovisual Aids, *Child Development, Curriculum Design, *Curriculum Guides, *Family Life Education, Objectives, *Program Guides, Psychological Patterns, *Sex Education

This publication is a revision of a preliminary curriculum guide on family living including sex education which was developed and implemented during 1967-1969. Among the objectives listed for this program are: (1) to promote an awareness that, within the various patterns of family living, love and mutual concern are basic to harmonious relationships; (2) to provide a body of content which can be used as a basis for decision making; and (3) to build attitudes and values necessary for pupils to become effective members of the family and society. The materials in this bulletin include the scope and sequence of the generalizations to be developed, the content and suggested learning activities for their development, teaching aids, and levels of psychosexual development of children at various age levels. (KJ)

ED 043 081 CG 005 881
Fawcett, James T.
Psychology and Population: An Overview.
American Psychological Association, Washington, D.C.; Population Council, New York, N.Y.
Pub Date 70
Note—12p.; Paper presented at the American Psychological Association Convention in Miami Beach, Florida, September 3-8, 1970
EDRS Price MF-$0.25 HC-$0.70
Descriptors—Contraception, Decision Making, Family Planning, *Individual Psychology, *Overpopulation, *Population Distribution, *Population Growth, *Population Trends, Psychological Needs, Psychology, Social Influences, Urbanization

Psychology and Population is defined as the study of individual dispositions and behavior that affect the size, structure and dispersion of the population, and the way in which acts of individuals enter into the dynamics of population change. Even this definition was viewed as inadequate, ignoring, as it does, the reciprocal effect of population on individuals. The author proposes a framework of relationships between the individual and society. Within this framework, he focuses on the causes of human fertility, which refers to the number of live births in a population, not to the capacity to bear children. The urgency of the population problem is stressed as the factor which should motivate psychologists to assist in researching the myriad questions which a focus on Psychology and Population raises. Many of these questions are included, and significant research beginnings cited. (TL)

ED 043 082 CG 005 883
Astin, Helen S.
Educational Progress of Disadvantaged Students.
Bureau of Social Science Research, Inc., Washington, D.C.; University Research Corp., Washington, D.C.
Pub Date Aug 70
Note—77p.
Available from—Human Service Press, University Research Corporation, 4301 Connecticut Avenue, N.W., Washington, D.C. 20008 (No price is quoted.)
EDRS Price MF-$0.50 HC-$3.95
Descriptors—Academic Performance, *Achievement, *Aspiration, *College Environment, College Freshmen, Cultural Disadvantagement, *Disadvantaged Youth, Negro Students, *Prediction, Student Evaluation

The primary effort of the study described is an examination of the effects of college environments on the aspirations, achievements, and attrition rates of disadvantaged students at the end of their freshman year. Subjects were 180 students all of whom were classified as being disadvantaged. The various variables in the study are presented and discussed. This section is followed by results and discussion including the topics: (1) educational aspirations; (2) occupational aspirations; (3) academic aptitude and achievement; (4) self-ratings on academic and personality traits; and (5) life objectives. The next section discusses the effect of college environments on educational outcomes of disadvantaged students. The method of analysis is given along with educational, occupational, and personal outcomes. Some results of the study are: (1) a greater proportion of blacks aspire to postgraduate education than nonblacks; (2) disadvantaged students rate themselves high on drive to achieve and social self-confidence; (3) the best predictors of educational outcomes in this study were early achievements and aspirations; and (4) cohesive and personal school environments have positive effects on most of the educational outcomes. (KJ)

ED 043 083 24 CG 005 906
Guilford, Joan S.
Development of a Values Inventory for Grades 1 Through 3 in Five Ethnic Groups. Progress Report.
General Behavioral Systems, Inc., Torrance, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-0196
Pub Date 15 Jul 70
Contract—OEC-0-70-2673
Note—191p.
EDRS Price MF-$0.75 HC-$9.65
Descriptors—*Early Childhood Education, Elementary Education, Instructional Materials, *Material Development, Primary Education, *Primary Grades, *Values

The bulk of the report was an outline of the steps taken to accomplish stated project tasks. These tasks included: (1) identifying the dimensions of value, which involved reviewing the literature and formulating a model based on Maslow's hierarchy of needs; (2) constructing the item pool, all of which were to be pictorial; (3) developing a test format; (4) developing instructions; (5) pretesting items; (6) scheduling the final testing; and (7) preparing the test in final form. Two major problems were encountered to date: (1) a lack of cooperation of Indian subjects in time for pretest; and (2) the effect of the essentially unstructured cognitive processes of small children on the validity of the items. Other areas reported on were: (1) significant findings to date; (2) staff utilization; and (3) future planned activities. Materials which have been developed were appended. (TL)

ED 043 084 24 CG 005 920
Ghatala, Elizabeth Schwenn
Encoding Verbal Units in Memory: Changes in Memory Attributes as a Function of Age, Instructions, and Retention Interval. Technical Report Number 134. Project on Situational Variables and Efficiency of Concept Learning.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 70
Note—91p.
EDRS Price MF-$0.50 HC-$4.65
Descriptors—Abstraction Levels, *Cognitive Processes, Concept Formation, *Elementary School Students, *Learning, Learning Processes, *Memory, *Thought Processes

Recognition errors of children in Grades 2, 4, and 6 were examined. Subjects learned words under intentional or incidental instructions and were tested immediately or 48 hours later. Subjects had to choose a target word from among acoustic, conceptual, associative and neutral distractors. The immediate recognition of 2nd-grade subjects was dominated by acoustic errors, that of 4th and 6th graders by associative and conceptual errors. Instructions had little effect on types of errors. Over the interval, acoustic errors decreased relative to the other error types. Development changes in memory attributes and differential forgetting of attributes was inferred. (Author)

ED 043 085 24 CG 005 921
Peterson, Joe
Effects of Sex of Experimenter and Sex of Subject in First and Fifth Grade Children's Paired Associate Learning. Technical Report Number 136. Project on Individually Guided Elementary Language Arts, Phase I. Prototypic System of Reading Skill Development.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0216
Pub Date Jun 70
Contract—OEC-5-10-154
Note—73p.
EDRS Price MF-$0.50 HC-$3.75
Descriptors—*Elementary School Students, *Elementary School Teachers, Females, *Learning, Learning Theories, Sex Differences, *Teacher Role

The predominant use of female teachers in the elementary school is one of the variables to which the inferior learning rates of males in elementary school has been attributed. The present study was designed to determine the effect of the sex of the teacher/experimenter on the learning of a reading-like paired associate task by children in two elementary school grades. A double blind design was used in the study. Sex of experimenter, sex of subject, and grade of subject were the independent variables in the study. The dependent variable was the total number of correct responses on the paired associate task specifically designed to resemble the act of learning to read. The data were analyzed by analysis of variance. A significant difference was found between learning rates of first and fifth grade subjects, but no significance was found in the different learning rates of: (1) boys and girls in the first grade; (2) boys and girls in the fifth grade; or (3) subjects of male and female experimenters. The sex of the teacher, per se, does not differentially affect the academic performance of boys and girls if both sexes are given equal opportunities to participate in instruction. (Author)

ED 043 086 24 CG 005 922
Robinson, Pamela Elizabeth
Two Fifth Grade Measures of Cognitive Abilities. A Structure of Concept Attainment Abilities Project.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-135
Bureau No—BR-5-0216
Pub Date Jun 70
Contract—OEC-5-10-154
Note—101p.
EDRS Price MF-$0.50 HC-$5.15
Descriptors—*Cognitive Ability, Cognitive Tests, Correlation, *Intelligence, *Learning, *Measurement Techniques, *Tests

Two fifth grade measures of the ability to deal with symbolic relationships were developed for use in future factor analytic research concerning the nature of intelligence. Circle Reasoning was adopted from an adult level test by modifying the number of symbols and the nature of the principles on which the items were based. Item analysis results suggested that the four major categories of relationships formed a continuum of difficulty according to the complexity of symbolic relations. Evidence of a learning set effect provided questions for future research. A Number Series-Correction test proved too difficult for fifth grade subjects. A Number Series-Completion test was somewhat easy. Complexity of relations and degree of deviation from the examples were the factors concluded to account for the range of item difficulties. A correlation between Circle Reasoning and Number Series-Completion of .58, corrected for attenuation, suggests that the underlying abilities may be common to both tests as has been claimed in similar research with older subjects. (Author)

ED 043 087 24 CG 005 923
Fletcher, Harold J.
Toward a General Model for Describing Cognitive Processes. Theoretical Paper 23. Terminal Report from the Rule Learning Project.
Florida State Univ., Tallahassee.; Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0216
Pub Date Dec 69
Contract—OEC-5-10-154
Note—21p.
EDRS Price MF-$0.25 HC-$1.15

Descriptors—Ability, Children, *Cognitive Processes, *Discrimination Learning, *Inductive Methods, Information Processing, Intelligence, *Learning

The first part of this paper briefly describes two studies concerned with cognitive processes in children. One study examined the ability of Kindergarten and First Grade children to apply a simple rule of logical inference in order to solve a two-object discrimination problem. Specifically, the rule was of the form "if A, then not B." A second study employed the more difficult conditional discrimination problem and provided evidence concerning the ability of pupils in Grades 6, 10, and 14 to apply the more complex rule "if A and B, then A; if B and C, then B; if C and A, then C." The second part of this paper describes preliminary efforts to develop a general model for describing cognitive processes. The proposed model was compared to other similar theoretical models. Finally, the practical usefulness of this theoretical model for educational research was demonstrated by describing a successful elementary school mathematics project which stressed the analysis of mathematical statements into statements of underlying cognitive operations of processes. (Author)

ED 043 088 24 CG 005 924

Resnick, Lauren B. And Others

Transfer and Sequence in Learning Double Classification Skills.

Pittsburgh Public Schools, Pa.; Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—WP-56

Bureau No—BR-5-0253

Pub Date 70

Note—28p.

EDRS Price MF-$0.25 HC-$1.50

Descriptors—*Classification, Cognitive Ability, *Cognitive Development, Cognitive Objectives, Cognitive Processes, *Learning Processes, Sensory Training, Skill Development, *Transfer of Training, *Visual Discrimination, Visual Environment, Visual Learning, Visual Perception

Twenty-seven kindergarten subjects were trained on two different double classification matrix tasks to determine whether they were hierarchically related. Prior behavioral analyses had shown one task to be simpler than the other. It was assumed that, in hierarchical transfer relationships, one order of task acquisition is more favorable than others. Thus, it was predicted that learning the simpler task, then the complex, was the "optimal" learning sequence. The study was designed so that this optimal order could be compared with non-optimal orders. Results indicated: (1) that subjects who learned in optimal order learned the more complex task in fewer trials than subjects who learned in the reverse (non-optimal) order; and (2) subjects in the reverse order group acquired the simpler task in process. These are in accord with the hypothesis that the two tasks are hierarchically related. It was suggested that acquisition of complex cognitive skills may be a matter of learning specific relevant prerequisites rather than of entering a "stage" of development. (Author/TL)

ED 043 089 24 CG 005 925

Cox, Richard C. Wildemann, Carol E.

Taxonomy of Educational Objectives: Cognitive Domain. An Annotated Bibliography.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Monogr-1

Bureau No—BR-5-0253

Pub Date Mar 70

Note—54p.

EDRS Price MF-$0.25 HC-$2.80

Descriptors—*Bibliographies, Classification, *Cognitive Development, *Cognitive Objectives, Cognitive Processes, *Educational Objectives, Literature Reviews, *Taxonomy

This represents the latest in a series of efforts, on-going since 1965, to up-date and revise a listing of continuously received literature which pertains to the Taxonomy. (TL)

ED 043 090 24 CG 005 926

Rossi, Peter H.

Community Social Indicators.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—R-85

Bureau No—BR-6-1610

Pub Date Oct 70

Grant—OEG-27-061610-0207

Note—85p.

EDRS Price MF-$0.50 HC-$4.35

Descriptors—*Community Characteristics, *Community Planning, Family (Sociological Unit), Institutions, Population Distribution, *Residential Patterns, *Social Factors, *Social Influences, Social Psychology, Social Relations

This paper develops a conceptual scheme which takes the global conception of community and breaks it down into important components. Existing definitions of community tend to confuse two very different classes of social relations, symbiotic and commensalistic, a very clear differentiation being made between the two in the paper. The paper proposes that researchers use the concept of residential locality, defined as arbitrary geographical areas inhabited by households, persons, and institutions. Several important ways of characterizing residential localities are presented, each leading to researches which would assess the effects of living in particularly residential localities upon those who have their addresses in those places. In addition to specifying meaningful dimensions of residential localities, the author suggests operational forms of each dimension and discusses some of the measurement problems which may arise. The conceptual framework plus the operational forms provide ways of designing empirical studies which would sort out the effects of residential localities from other contingent factors. (KJ/Author)

ED 043 091 24 CG 005 927

Ryan, T. A.

Value Conflict in Elementary Schools in Hawaii. Interim Report.

Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0528

Pub Date Jul 70

Grant—OEG-0-9-210528-4472

Note—69p.

Available from—T. A. Ryan, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii 96822

EDRS Price MF-$0.50 HC-$3.55

Descriptors—*Culture Conflict, Elementary Schools, *Ethnic Groups, Instrumentation, Measurement Instruments, *Occupational Choice, *Socioeconomic Influences, *Values

This is a report of the first phase of a three-phase project to determine the extent to which values of parents, pupils, and teachers are congruent and to determine relationships across ethnic, socioeconomic, occupational, and related variables. The purpose of Phase 1 was to conceptualize the values domain, preliminary to instrumentation and measurement to be accomplished in Phases 2 and 3. Three judges analyzed 432 value statements taken from articles in the social and behavioral sciences. Interviews were conducted with a sample of 404 subjects to derive value categories which could check against the values domain established through literature analysis and also serve as a data pool for instrument development. Fourteen judges categorized sets of 290 statements into value and non-value categories, and reported decision rules governing their choices. The interviews conducted in the course of establishing a values domain concomitantly produced data which will be utilized in instrument development, and yielded corollary results suggesting differences across ethnic, socioeconomic, and occupational variables. (Author/CJ)

ED 043 092 24 CG 005 928

Klausmeier, Herbert J. And Others

Concept Learning: A Bibliography, January - June, 1969. Technical Report Number 120. Supplement to Technical Report Number 82. Project on Situational Variables and Efficiency of Concept Learning.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0216

Pub Date Mar 70

Contract—OEC-5-10-154

Note—36p.

EDRS Price MF-$0.25 HC-$1.90

Descriptors—*Bibliographies, Cataloging, *Classification, *Concept Formation, Content Analysis, *Learning Processes, Thought Processes

This report, a supplement to Technical Report Number 82, is designed to aid the researcher concerned with concept learning. It contains: (1) a rationale and strategy for compiling a bibliography of articles concerned with concept learning; (2) a definition of the word concept; (3) a system for classifying articles by their content; (4) a bibliography of relevant articles arranged alphabetically by author; and (5) a bibliography of the articles arranged according to their content. (Author)

EA

ED 043 093 24 EA 002 816

ERIC Abstracts: A Collection of ERIC Document Resumes on Systems Approaches in Education. ERIC Abstracts Series, Number Eight.

American Association of School Administrators, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-8-0353

Pub Date Mar 70

Contract—OEC-0-8-080353-3514

Note—50p.

Available from—American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00, quantity discounts)

EDRS Price MF-$0.25 HC-$2.60

Descriptors—*Abstracts, Bibliographies, *Clearinghouses, Critical Path Method, *Educational Research, Systems Analysis, *Systems Approach, Systems Concepts

ERIC abstracts on systems approaches in education, announced in RIE through January 1970, are compiled. The key terms used in compiling this collection are "systems approach," "systems analysis," "critical path method," and "systems concepts." The following information is presented for each document: author, title, place of publication, publisher, publication date, number of pages, ERIC document (ED) number, price and availability, and abstract. A subject index is cross-referenced with the document listing. (EA)

ED 043 094 EA 002 971

Hooker, Clifford P. Mueller, Van D.

A Plan for Performance Review and Compensation of Administrative Personnel.

Richfield Independent School District 280, Minn.

Pub Date May 69

Note—94p.

EDRS Price MF-$0.50 HC-$4.80

Descriptors—*Administrative Personnel, Administrative Policy, Administrator Evaluation, *Administrator Responsibility, *Performance Factors, *Salaries, *Salary Differentials

This report sets forth the results of a study to develop a plan to reduce the technical and human problems of administrator salary administration, and to strengthen the ability of a school district to acquire leadership consistent with its purposes. Major targets of the study were: (1) development of position responsibility descriptions for all district administrators (including primary objectives of the positions; major areas of accountability in instructional improvement, administration, and school-community relations; and supervision and work direction of others); (2) development of administrator performance review procedures; and (3) establishment of an administrator compensation plan. Appendixes contain position descriptions for all district administrative personnel, analyses of current compensation relationships with administrators from selected school districts, and a proposed policy for administrator compensation. (Author/LLR)

ED 043 095 EA 003 026

Shannon, Thomas A.

The Effectiveness of Written Board Policies.

Pub Date Apr 66

Note—19p.; Paper presented at National School Boards Association Annual Convention (Minneapolis, Minnesota, April 22-27, 1966)
EDRS Price MF-$0.25 HC-$1.05
Descriptors—*Administrative Policy, Administrator Guides, *Board of Education Policy, *Board of Education Role, Guidelines
Realizing that written policies must serve the board of education's several roles, this report attempts to identify and isolate the factors of effective written policies by analyzing them in terms of their relationship to the nature of the board of education. After considering this relationship, the report concludes that effective written policies should: (1) provide general authority and support for all programs and activities conducted by the school district, (2) establish priorities in the allocation of resources, (3) be brief yet complete, (4) be stable throughout administrative personnel changes, (5) contain a minimum of direct quotations from the law, and (6) have adequate provision for review and amendment. The report also offers seven separate steps for the adoption of an effective written policy and concludes with a discussion of the superintendent's task of devising administrative regulations and procedures to implement written policies. (JF)

ED 043 096 EA 003 029
Division of Equal Educational Opportunities: Policies and Procedures Manual for Grants to School Boards.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Oct 69
Note—41p.; Revised Oct. 1969
EDRS Price MF-$0.25 HC-$2.15
Descriptors—*Grants, Guidelines, Inservice Education, *Inservice Teacher Education, *Racial Integration
Identifiers—ESEA Title IV
This manual (1) explains the nature and purpose of ESEA Title IV grants; (2) describes the types of programs that may receive grants--the in-service training of school personnel to deal with problems incident to desegregation, and the use of advisory specialists in school desegregation; and (3) outlines procedures for preparing a grant proposal. (JF)

ED 043 097 EA 003 033
Technical Report of a Project To Develop Educational Cost-Effectiveness Models for New York State.
New York State Education Dept., Albany. Bureau of School Programs Evaluation.
Pub Date Mar 70
Note—34p.
EDRS Price MF-$0.25 HC-$1.80
Descriptors—*Academic Achievement, *Cost Effectiveness, *Data Processing, *Expenditures, *Factor Analysis, Information Systems, Statistical Analysis
This document reports on a study that explored the feasibility of using New York State Education Department data to develop multiple regression equations required for simulating the effects of alternative expenditure configurations on pupil achievement. Specific study objectives were: (1) to test the effectiveness of factor analysis as a procedure for reducing the number of variables required as independent terms in regression equations; (2) to develop a series of equations for predicting academic achievement, given pertinent information about conditions that might affect output; (3) to evaluate the desirability of using curvilinear, rather than linear, prediction equations; and (4) to explore the feasibility of using existing data to develop equations for predicting the effects of program changes on program outputs. The study produced eight equations for estimating various dimensions of school district output. Appendixes include a catalog of information elements, conclusions based on correlation data, and application of the models. (Author/LLR)

ED 043 098 EA 003 034
Dochterman, Clifford L.
National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results--Partial. July, 1970.
Education Commission of the States, Denver, Colo.
Spons Agency—Carnegie Corp. of New York, N.Y.; Office of Education (DHEW), Washington, D.C.
Pub Date Jul 70
Note—16p.
EDRS Price MF-$0.25 HC-$0.90
Descriptors—*Academic Achievement, *Citizenship, *Educational Objectives, *Evaluation, *National Surveys
This report provides concerned citizens and educators with information about the attainment of educational objectives in the United States. Exercises concerning citizenship and its responsibilities were administered to randomly selected 9, 13, and 17-year-olds, and young adults (26 to 35). This document reports study highlights and seeks to show how widely particular citizenship knowledge and attitudes are held at each of these four age levels. A related document is EA 003 035. (Author/LLR)

ED 043 099 EA 003 035
Dochterman, Clifford L.
National Assessment of Educational Progress. Summary of Report 1. Science: National Results. July, 1970.
Education Commission of the States, Denver, Colo.
Spons Agency—Carnegie Corp. of New York, N.Y.; Office of Education (DHEW), Washington, D.C.
Pub Date Jul 70
Note—24p.
EDRS Price MF-$0.25 HC-$1.30
Descriptors—*Academic Achievement, *Educational Objectives, *Evaluation, *National Surveys, *Science Education
This report provides concerned citizens and educators with information about the attainment of educational objectives in the United States. In light of science objectives, exercises assessing knowledge, skills, and other educational achievements were administered to randomly selected 9, 13, and 17-year-olds, and young adults (26 to 35). This document reports study highlights, explaining what young people know about specific questions or tasks, what information or skills they have, and what misinformation they possess. A related document is EA 003 034. (Author/LLR)

ED 043 100 24 EA 003 036
Nolte, M. Chester
Status and Scope of Collective Bargaining in Public Education. State-of-the-Knowledge Series, Number Six.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.
Bureau No—BR-8-0353
Pub Date 70
Contract—OEC-0-8-080353-3514
Note—62p.
EDRS Price MF-$0.50 HC-$3.20
Descriptors—Bibliographies, Board of Education Policy, *Collective Bargaining, Court Litigation, *Grievance Procedures, Labor Demands, *Labor Legislation, Labor Problems, Personnel Directors, Personnel Management, *Personnel Policy, State Legislation, *Teacher Administrator Relationship, Teacher Strikes
This paper traces the status of collective bargaining in education from its origins to the present. Following a brief history of collective bargaining efforts, a comparison of the traditional and the collective-bargaining approaches to school personnel administration is presented. An extensive analysis of State collective-bargaining statutes and a discussion of grievance procedures highlight the document, which concludes that collective bargaining can be expected to remain a permanent fixture in school personnel administration. A bibliography of recent sources is appended. (LLR)

ED 043 101 EA 003 038
Hatch, Terrance E.
Effective Participation of the Principal in Collective Negotiations.
Utah Association of Secondary School Principals, Salt Lake City.
Pub Date 69
Note—44p.
EDRS Price MF-$0.25 HC-$2.30
Descriptors—*Collective Negotiation, *Grievance Procedures, Guidelines, *Principals, Teacher Associations
This report presents guidelines for principals in collective negotiations and in administration of grievance procedures, and advances ideas on what laws providing for collective negotiations in public education should contain if the interests and welfare of all parties are to be protected. A model law is provided. The report also develops a management team agreement that can serve as a model for informal or formal working relations between boards of education and administrators. (JF)

ED 043 102 EA 003 039
Nerden, Joseph T.
Vocational-Technical Facilities for Secondary Schools: A Planning Guide.
Council of Educational Facility Planners, Columbus, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [70]
Note—46p.
Available from—Council of Educational Facility Planners, 29 West Woodruff Avenue, Columbus, Ohio 43210 ($5.00)
EDRS Price MF-$0.25 HC-$2.40
Descriptors—Architects, Building Design, Dropouts, *Educational Facilities, Facility Requirements, *Guides, Labor Market, School Shops, *Secondary Schools, Site Selection, Technological Advancement, *Vocational Education, *Vocational High Schools
Data provided by national agencies indicate that only 15 to 18 percent of all young people who begin school continue on to earn the baccalaureate degree. The others exit from formal education on or before graduation from secondary schools to enter the labor market. Public secondary schools, as well as junior high and elementary schools, must provide at least 85 percent of the students with occupational training. Vocational education facility planning and construction have expanded chiefly through the provisions of the Vocational Education Act of 1963 and the 1968 amendments. Every State is now involved in the planning and construction of modern vocational education facilities. This guidebook on the conception, planning, and implementation of vocational technical facilities contains principles and recommendations to aid planners of such facilities. A bibliography and survey forms are included. (Author)

ED 043 103 EA 003 041
NDEA Title III Guidelines: Financial Assistance for Strengthening Instruction in Science, Mathematics, Modern Foreign Languages and Other Critical Subjects in Public Elementary and Secondary Schools. January 1965. Revised April 1967.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Apr 67
Note—101p.
EDRS Price MF-$0.50 HC-$5.15
Descriptors—Civics, Economics, Educational Programs, Evaluation Criteria, *Federal Aid, Geography, *Guidelines, History, Industrial Arts, Language Arts, Languages, Mathematics, Program Evaluation, *Qualifications, *School Systems, Sciences, State Departments of Education
Identifiers—*Elementary Secondary Education Act Title III
The purposes of these guidelines are to clarify the NDEA Title III regulations and to provide further interpretation of Public Law 88-665. They furnish the basis for common understanding of Title III by local school systems, State educational agencies, the U.S. Office of Education, and program auditors and reviewers. Use of the guidelines will minimize problems regarding eligibility and fiscal procedures and will aid State agencies to develop, expand, and coordinate their program activities to accomplish the purpose of Title III--the strengthening of instruction in science, mathematics, history, civics, geography, economics, modern foreign languages, English, reading, and industrial arts. (Author)

ED 043 104 EA 003 042
Burke, Edmund
Transportation. School Business Management Handbook No. 6. Revised.
New York State Education Dept., Albany. Bureau of Special Educational Management Services.
Pub Date 67
Note—126p.
EDRS Price MF-$0.50 HC-$6.40

Descriptors—Equipment Maintenance, *Guidelines, Insurance Programs, Motor Vehicles, Purchasing, *School Buses, School Safety, Traffic Safety, *Transportation

This handbook is designed as a guide for those who may be involved in the administration or management of pupil transportation in New York State. It is especially geared to central, union free, and city districts under 125,000 population, and is designed to complement other New York State Education Department publications. Guidelines include information concerning (1) agencies that render services directly related to pupil transportation, (2) steps to be followed in the purchase of school buses, (3) insurance, (4) maintenance, (5) health and safety factors, and (6) special services. (JF)

ED 043 105 EA 003 043

Esbensen, Thorwald

Using Performance Objectives. The Inadequacy of Vague Goals.

Florida State Dept. of Education, Tallahassee.; Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date Apr 70

Note—42p.

Available from—Office of Publications and Textbook Services, Knott Building, Tallahassee, Florida 32304 ($2.00, Quantity Discounts)

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Academic Performance, *Affective Objectives, *Cognitive Measurement, Cognitive Objectives, Differentiated Staffs, Educational Environment, *Educational Methods, Independent Study, *Performance Criteria, Self Directed Classrooms

A performance objective is a description of an observable task to be performed by a learner to demonstrate that he has learned something. Performance goals stated clearly in terms of observable student performance can be used to improve educational methods. Because it is relatively difficult to construct indirect objectives that will satisfactorily represent complex cognitive or affective achievements, educators often settle for criterion tasks that demonstrate nothing beyond the recognition or recall of information. However, performance objectives can be constructed for the cognitive and affective domains so that both students and teachers will know the desired goal and whether or not it is attained. Differentiated staffing is pertinent in freeing professional staff members from routine duties to assist students to interact with the learning environment as self-directed learners. (Author/MLF)

ED 043 106 EA 003 044

Blackmer, Alan R.

An Inquiry into Student Unrest in Independent Secondary Schools.

National Association of Independent Schools, Boston, Mass.

Pub Date Feb 70

Note—92p.

Available from—National Association of Independent Schools, Four Liberty Square, Boston, Massachusetts 02109 ($2.50)

EDRS Price MF-$0.50 HC-$4.70

Descriptors—Activism, High School Students, *Student Alienation, *Student Attitudes, Student Problems, Student School Relationship

This report focuses on the nature and forms of student unrest in a sample of schools that make up the National Association of Independent Schools (NAIS). Although not limited to one type of NAIS school, this study emphasizes boarding schools of the New England and Middle Atlantic States since evidence of student unrest is greater in these schools. Some of the data for the study were obtained from responses to letters sent to directors, faculties, students, and parents representing 115 randomly selected private secondary schools. (JF)

ED 043 107 EA 003 048

Education and Architecture in the 20th Century: A School Design Workshop (4th, Peterborough, Ontario, March 25-26, 1969).

Ontario Dept. of Education, Toronto. School Planning and Building Research Section.

Pub Date Mar 69

Note—66p.; Speeches, Notes, and Group Reports prepared by workshop participants

EDRS Price MF-$0.50 HC-$3.40

Descriptors—Architects, Architectural Character, Building Design, Component Building Systems, Computer Assisted Instruction, Cost Effectiveness, Educational Needs, Master Plans, *School Construction, *School Design, *School Planning, *Workshops

Identifiers—Canada

This report contains speeches and notes of workshop participants meeting to discuss improvement of the design and construction of elementary and secondary school facilities. Participants included educators, architects, engineers, and contractors. Twenty-two selections cover such topics as planning coordination for school construction, cost control on school design, the computer as a teaching aid, and construction systems. The desirable characteristics of special facilities for physical and health education, music education, media centers, and learning material centers are outlined. Related documents are EA 002 877, EA 003 049, and EA 003 050. (Pages 25-29 may reproduce poorly because of marginal legibility.) (MLF)

ED 043 108 EA 003 049

Regional School Design Workshop. (11th, Windsor, Ontario, March 10-11, 1970).

Ontario Dept. of Education, Toronto. School Planning and Building Research Section.

Pub Date Mar 70

Note—53p.; Speeches and notes prepared by workshop participants

EDRS Price MF-$0.25 HC-$2.15

Descriptors—Architects, Component Building Systems, Controlled Environment, Cooperative Planning, Fire Protection, Instructional Materials Centers, Neighborhood Centers, Open Plan Schools, *School Construction, *School Design, *School Planning, Site Selection, *Workshops

Identifiers—Canada

This report contains speeches and notes of workshop participants meeting to discuss school planning. Participants included educators, architects, engineers, and contractors. Twenty-two selections cover such topics as open plan schools, instructional materials centers, site selection, fire protection, environmental control, the school as a community center, and team planning in construction systems for buildings. Related documents are EA 002 877, EA 003 048, and EA 003 050. (MLF)

ED 043 109 EA 003 050

Regional School Design Workshop. (10th, Port Arthur-Fort William, Ontario, October 6-7, 1969).

Ontario Dept. of Education, Toronto. School Planning and Building Research Section.

Pub Date Oct 69

Note—43p.; Speeches, Group Reports, and Notes prepared by workshop participants

EDRS Price MF-$0.25 HC-$2.25

Descriptors—Architects, Architectural Character, Building Design, Cooperative Planning, Educational Needs, Guidelines, Heating, *School Construction, *School Design, *School Planning, Site Development, *Workshops

Identifiers—Canada

This report contains speeches and notes of workshop participants meeting to work out school design guidelines. Participants included educators, architects, engineers, and contractors. Seventeen selections cover such subjects as cost and grant influences on education, schools as community resources, school planning--a team effort, rehabilitation and renovation, fire safety design, heating systems, school site utilization, and users' reactions to current school design. Related documents are EA 002 877, EA 003 048, and EA 003 049. (MLF)

ED 043 110 24 EA 003 055

Educational and Social Demands on the Schools. Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, No. 1.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-8-0353

Pub Date Sep 70

Contract—OEC-0-8-080353-3514

Note—17p.

EDRS Price MF-$0.25 HC-$0.95

Descriptors—*Bibliographies, Community Control, Community Surveys, Decision Making, *Educational Demand, *Educational Needs, *Literature Reviews, Minority Groups, *Public Opinion, School Community Relationship

This review analyzes current literature dealing with the expectations and demands of the public for their schools. Particular attention is paid to research that assesses variations in public expectations and demands according to demographic and geographic settings, age, ethnic status, and socioeconomic status. A 65-item bibliography of recent literature is included. (JH)

ED 043 111 24 EA 003 056

Alternative Organizational Forms. Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, No. 2.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-8-0353

Pub Date Sep 70

Contract—OEC-0-8-080353-3514

Note—23p.

EDRS Price MF-$0.25 HC-$1.25

Descriptors—*Bibliographies, Extended School Year, Flexible Scheduling, Individualized Instruction, *Literature Reviews, Middle Schools, Nongraded System, *Organization, Team Teaching

This review analyzes literature dealing with attempts to modify traditional organizational features of educational systems. These attempts involve: (1) different approaches to instruction; (2) alterations in time scheduling; and (3) new organizational forms, such as the middle school. A 156-item bibliography of relevant literature is included. (RA)

ED 043 112 24 EA 003 057

Piele, Philip K.

New Sets of Jobs for School Personnel. Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, No. 3.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-8-0353

Pub Date Sep 70

Contract—OEC-0-8-080353-3514

Note—18p.

EDRS Price MF-$0.25 HC-$1.00

Descriptors—*Bibliographies, *Differentiated Staffs, *Instructional Staff, *Literature Reviews, Nonprofessional Personnel, Paraprofessional School Personnel, Teacher Role

This review analyzes the trend toward differentiation of secondary school instructional staffs to include teacher aides, technical assistants, clerical assistants, and staff specialists in addition to professional teachers. Attention is also given to the redefinition of professional and nonprofessional roles within a differentiated staffng arrangement. A 96-item bibliography of related literature is included. (RA)

ED 043 113 24 EA 003 058

Management Information Systems. Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, No. 4.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-8-0353

Pub Date Sep 70

Contract—OEC-0-080353-3514

Note—14p.

EDRS Price MF-$0.25 HC-$0.80

Descriptors—*Bibliographies, Educational Administration, *Literature Reviews, Management, *Management Systems, Operations Research, Planning

This review analyzes literaure dealing with applications of management information system (MIS) tools to educational management. Of the three levels of management--operational control,

management control, and strategic planning-- the literature suggests that most activity is taking place at the operational control level. Fewest applications have been attempted in srategic planning. A 47-item bibliography of related literature is included. (RA)

ED 043 114 24 EA 003 059
Models for Planning. Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, No. 5.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.
Bureau No—BR-8-0353
Pub Date Sep 70
Contract—OEC-0-8-080353-3514
Note—17p.
EDRS Price MF-$0.25 HC-$0.95
Descriptors—*Bibliographies, *Literature Reviews, Management Games, Models, *Planning, Simulation, *Systems Approach
This review analyzes current research trends in the application of planning models to broad educational systems. Planning models reviewed include systems approach models, simulation models, operational gaming, linear programing, Markov chain analysis, dynamic programing, and queuing techniques. A 77-item bibliography of recent literature is included. (RA)

ED 043 115 24 EA 003 060
Hall, John S.
Models for Rational Decision Making. Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, No. 6.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.
Bureau No—BR-8-0353
Pub Date Sep 70
Contract—OEC-0-8-080353-3514
Note—15p.
EDRS Price MF-$0.25 HC-$0.85
Descriptors—*Bibliographies, Decision Making, *Literature Reviews, Models, *Organization
This review analyzes the trend in educational decision making to replace hierarchical authority structures with more rational models for decision making drawn from management science. Emphasis is also placed on alternatives to a hierarchical decision-making model, including governing models, union models, and influence models. A 54-item bibliography of related literature is included. (RA)

ED 043 116 24 EA 003 061
Procedures for Managing Innovations. Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, No. 7.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.
Bureau No—BR-8-0353
Pub Date Sep 70
Contract—OEC-0-8-080353-3514
Note—18p.
EDRS Price MF-$0.25 HC-$1.00
Descriptors—Adoption (Ideas), *Bibliographies, Change Agents, Educational Change, *Innovation, *Literature Reviews, Management
This rview focuses on the innovation process in local schools. Emphasis is placed on (1) how local schools implement innovations, (2) facilitators and inhibitors of innovation, and (3) unmet needs in assisting schools to adopt innovations. A 78-item bibliography of rlated literature is included. (RA)

ED 043 117 24 EA 003 062
Linking Schools to State Education Departments. Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, No. 8.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.
Bureau No—BR-8-0353
Pub Date Sep 70
Contract—OEC-0-8-080353-3514
Note—19p.
EDRS Price MF-$0.25 HC-$1.05
Descriptors—*Bibliographies, Federal Aid, Intermediate Administrative Units, *Literature Reviews, *State Departments of Education, State Programs, *State School District Relationship, Statewide Planning
This analysis focuses on the current patterns of linkage of local and intermediate education districts to State departmnts of education. Most of the literature offers suggestions and recommendations that State education departments increase their role in statewide coordination and in development and implementation of statewide educational policy. An 85-item bibliography of recent literature is included. (RA)

ED 043 118 24 EA 003 063
Linking Schools and State Education Departments to Research and Development Agencies. Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, No. 9.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.
Bureau No—BR-8-0353
Pub Date Sep 70
Contract—OEC-0-8-080353-3514
Note—14p.
EDRS Price MF-$0.25 HC-$0.80
Descriptors—*Bibliographies, Federal Aid, *Literature Reviews, Regional Laboratories, *Research and Development Centers, State Departments of Education
This report analyzes literature on trends in linking research and development agencies to State and local units, such as regional laboratories, research and development centers, and ERIC. Emphasis is also placed on the adequacy of current linkages, and possible alternatives for improving linkages. A 43-item bibliography of recent literature is included. (RA)

ED 043 119 24 EA 003 064
Piele, Philip K.
New Programs for Training School Administrators. Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, No. 10.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.
Bureau No—BR-8-0353
Pub Date Sep 70
Contract—OEC-0-8-080353-3514
Note—18p.
EDRS Price MF-$0.25 HC-$1.00
Descriptors—*Bibliographies, *Educational Administration, Humanities, Inservice Education, *Literature Reviews, *Professional Training, Seminars, Simulation, Workshops
This review analyzes current trends in the literature concerned with the training of school administrators. Emphasis is placed on the effectiveness of a variety of inservice training strategies, including workshops, simulations, seminars, and encounter groups. In university-based training programs, the trend is toward greater use of the humanities in preparing educational administrators. A 69-item bibliography of relevant literature is included. (RA)

ED 043 120 24 EA 003 065
Introduction Plans (Marketing Plans). Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, No. 11.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.
Bureau No—BR-8-0353
Pub Date Sep 70
Contract—OEC-0-8-080353-3514
Note—19p.
EDRS Price MF-$0.25 HC-$1.05
Descriptors—Adoption (Ideas), *Bibliographies, *Change Agents, Educational Innovation, *Innovation, *Literature Reviews, Regional Laboratories
This review analyzes literature on educational innovation dissemination and adoption. Emphasis is placed on (1) factors influencing successful adoption of innovations and (2) the role of school personnel and regional education laboratories as change agents. A 77-item bibliography of relevant literature is included. (RA)

ED 043 121 EA 003 068
Egner, J. R. And Others
Regional Educational Development in New York State. Vols. I and II. A Project Report
New York State Education Dept., Albany.
Spons Agency—Rochester Univ., N.Y.; State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.
Pub Date May 70
Note—544p.; (Pages 363 and 494 are missing)
EDRS Price MF-$2.00 HC-$27.30
Descriptors—Bibliographies, Case Studies, Educational Innovation, *Intermediate Administrative Units, *Regional Cooperation, *Regional Planning, *Regional Programs, *Supervisory Activities
Identifiers—New York
In an effort to determine what constitutes a workable educational region, demographic, economic, social, political, and educational data from eight New York supervisory districts were collected and analyzed. Each district included a board of cooperative educational services (BOCES). This document reports the results of these eight case studies with emphases on goal setting, achievement, innovation, and system relations. Numerous conclusions and recommendations are listed, a primary conclusion being that the intermediate educational unit or region must be determined on the bases of the size, density, and distribution of population; the movement of people to work, market, and recreation; the layout of major transportation arteries; the nature of the economy; the financial ability to support public education; and other factors. An extensive bibliography on educational regionalism is included. (LLR)

ED 043 122 24 EA 003 071
Alkin, Marvin C.
Products for Improving Educational Evaluation. Center for the Study of Evaluation. Fifth Annual Report.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.
Bureau No—BR-6-1646
Pub Date 1 Aug 70
Contract—OEC-4-6-061646-1909
Note—56p.
EDRS Price MF-$0.25 HC-$2.90
Descriptors—*Evaluation Methods, *Evaluation Techniques, *Research and Development Centers
This publication provides background information on the functions and operations of the Center for the Study of Evaluation and reports on such center products as Insructional Objectives Exchange (IOX), CSE Elementary School Test Evaluations, and Evaluation Workshop I. Appendixes include: a summary of center accomplishments; a list of the center's research staff; a publication list; a breakdown of operating funds for the fiscal year 1970, percentage allocation by project; and a chart of the administrative structure. (LLR)

ED 043 123 EA 003 072
Drozda, W.
Regional Data Processing Centers in Ohio. Condensed Task Report. (Planning To Meet Educational Needs in Ohio Schools Project).
Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.; Ohio State Dept. of Education, Columbus.
Pub Date Nov 68
Note—22p.
Available from—Dr. Russell A. Working, Division of Research, Planning and Development, 71 East State Street, Room 205, Columbus, Ohio 43215 (Free)
EDRS Price MF-$0.25 HC-$1.20
Descriptors—*Computer Programs, Cost Effectiveness, *Data Processing, *Education Service

Centers, *Information Services, Personnel Data, Programing, *Program Planning, School Districts, Student Records, Systems Analysis

The objective of the study was to evaluate (1) the needs and resources available to local school districts in data processing; (2) the needs and resources available for regional data processing centers; and (3) the types of services, including programing packages, that would be offered by the regional data processing centers. The study analyzed data functions currently used or planned by the districts and processing needs relative to the size of the district. Data for the study were obtained from a survey of about 100 local school districts and from discussions with local district and State education personnel. Major conclusions are as follows: (1) districts with less than 1,500 students require no data processing services, (2) initially, the experimental regional data processing center should be under local control, and (3) county cnters should be selected as regional sites. A model is proposed for the establishment of regional data processing centers with recommended boundaries. In addition, recommendations are made concerning organization, staffing, and operation of the centers. Related documents are EA 002 689, EA 002 869, and EA 002 870. (Author)

ED 043 124 EA 003 074

Sitkei, E. George

The Effects of Class Size: A Review of the Research. Research Study Series, 1967-68.

Los Angeles County Superintendent of Schools, Calif.

Report No—RR-4

Pub Date [68]

Note—13p.

EDRS Price MF-$0.25 HC-$0.75

Descriptors—*Class Size, Costs, *Educational Quality, *Student Teacher Ratio, Teacher Qualifications

This report reviews past research on the subject of class size and arrives at a summary of findings that may either aid further research or provide some basis for administrative decisions. The findings touch upon many phases of administrative responsibility and have immediate cost and quality implications. Tables and a bibliography are provided. (JF)

ED 043 125 EA 003 076

Glasman, Naftaly S.

Governance and Politics of Education in Israel: Culture Bound or Free?

Pub Date [70]

Note—37p.

EDRS Price MF-$0.25 HC-$1.95

Descriptors—Administrative Organization, Cross Cultural Studies, *Cultural Factors, Educational Policy, *Governance, Government Role, *Political Influences, Political Power, *Power Structure, Teacher Associations

Identifiers—*Israel

This paper examines the concepts of educational governance and educational politics, explores issues related to these concepts (with the aid of selected references to the American setting), and describes and analyzes developments in teacher selection for Israeli junior high schools. These developments demonstrate interrelationships between educational governance and educational politics. The final objective of the report is to construct a model for the purpose of analyzing similar interrelationships in other selected cultures. Underlining the model is the proposition that while educational governance is culture bound, patterns of educational politics are culture free. (Tables 1, 2, and 3 may reproduce poorly in hard copy because of marginal legibility). (Author)

ED 043 126 EA 003 077

Dunn, James A.

The PLAN Approach to Curriculum Definition.

Pub Date Mar 70

Note—15p.; Paper presented at American Educational Research Association Annual Meeting (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-$0.25 HC-$0.85

Descriptors—*Individualized Curriculum, *Individualized Instruction, *Individualized Programs, *Teaching Methods, *Ungraded Programs

Identifiers—PLAN, Program of Learning in Accordance with Needs

The essence of PLAN, a Program of Learning in Accordance with Needs , is individualized instruction. To maximize individualization in instruction, allowances must be made for differences not only in amount, rate, and sequence of content presentation, but also in what content is to be chosen for presentation. Such a program obviously requires an extremely flexible curriculum structure. This paper reports on (1) the problems encountered in the design of such a curriculum, (2) the delivery system for use with that curriculum, (3) the effectiveness of the decision paradigm whereby the curriculum is fitted to the particular needs of individual students, and (4) the operating characteristics of the instructional system. In brief, approximately 2,000 separate, independent teaching-learning units have been developed and are in use in the individualized programs of study for approximately 9,000 public school children in systems from New York to California. (Author)

ED 043 127 EA 003 078

Jennings, M. Kent Zeigler, Harmon

Response Styles and Politics: The Case of School Boards.

Pub Date Mar 70

Note—45p.; Paper presented at American Educational Research Association Annual Meeting (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-$0.25 HC-$2.35

Descriptors—Board of Education Role, *Boards of Education, *Community Influence, Community Support, *Political Influences, Rural Urban Differences, School Community Relationship, *Social Influences, Urban Schools

This study tests the assumption that social complexity hampers the representative function of decision-making bodies. Data for the study were compiled from interviews with a national sample of 572 school board members in 96 districts. Since size is the basic variable, a series of controls is imposed to ascertain the extent to which variations attributable to size remain stable when individual properties are taken into account. Results indicate complexity operates both to strengthen and to impede the representative function. In more populous districts, board members tend not to define their roles as representing the public's wishes irrespective of personal values. The relative strength of the "delegate" as opposed to the "representative" role orientation of board members in less populous districts may be laid to the relatively undeveloped group life of smaller, more homogeneous communities. In general, perceived conflict with public expectations is highest in large cities. Further, criticism of school boards, personal contact with the board by community organizations, and activity by interest groups (including teachers) are consistently greater in large districts. (Author)

ED 043 128 EA 003 079

Perry, Ione L., Comp.

The Middle School: Post-Session Report. (Tallahassee, Florida, May 27, 1969).

Florida State Dept. of Education, Tallahassee. Div. of Curriculum and Instruction.

Pub Date 27 May 69

Note—45p.

EDRS Price MF-$0.25 HC-$2.35

Descriptors—Adolescents, Individual Development, Individualized Instruction, Intellectual Development, *Middle Schools, Peer Acceptance, Personality Development, Physical Characteristics, Self Concept, *Student Characteristics, *Teacher Characteristics, *Teacher Education Curriculum

Identifiers—Florida

This paper contains addresses from a Florida State Dividion of Curriculum and Instruction staff session on the middle school. Participants sought to acquire an overall view of the theoretical concept of the middle school, its status in the educational organization, its student population characteristics, and its special requirements with respect to teacher education programs. A selected bibliography is included. (MLF)

ED 043 129 EA 003 080

Keith, Harry Lincoln Chambers, M. M.

The Future Financing of Higher Education in the State of Indiana. Long-Range Needs and Resources. Working Papers.

Indiana Advisory Commission on Academic Facilities, Bloomington.; Indiana Conference on Higher Education, Indianapolis.

Pub Date 69

Note—87p.

EDRS Price MF-$0.50 HC-$4.45

Descriptors—Costs, *Educational Finance, *Federal Aid, Fees, *Grants, *Higher Education, Income, Investment, Operating Expenses, *State Aid, Taxes, Tuition

This study documents the second of three phases of the Indiana Higher Education Facilities Comprehensive Planning Study. Papers comprising this second phase of the study are devoted to long-run forecasts of needs and resources and related significant considerations. This portion of the study focuses on financing higher education. Consideration is given to the following basic sources of income: student tuition and fees, Federal and State allocations, private gifts and grants, and endowments. In making revenue source projections for public and private institutions in Indiana, the report anticipates that total income will increase annually in actual dollar amounts while the proportional share of each source of income is expected to change. Appendixes offer tables comparing various aspects of States' funding of higher education. A related document is EA 003 081. (JF)

ED 043 130 EA 003 081

Patterson, D . Jeanne

Regional Demand for Post-High School Education. Long-Range Needs and Resources. Working Papers.

Indiana Advisory Commission on Academic Facilities, Bloomington.; Indiana Conference on Higher Education, Indianapolis.

Pub Date 69

Note—214p.

EDRS Price MF-$1.00 HC-$10.80

Descriptors—*Educational Demand, Educational Needs, *Educational Planning, Educational Resources, *Enrollment Influences, Enrollment Trends, Estimated Costs, Facility Requirements, *Facility Utilization Research, *Higher Education, Regional Planning

This study documents the second of three phases of the Indiana Higher Education Facilities Comprehensive Planning Study. Papers comprising this second phase of the study are devoted to long-run forecasts of needs and resources and related significant considerations. This portion of the study focuses on regional demand for higher education and considers that demand in view of potential enrollment. In an analysis of student demand, the report presents statistics showing a breakdown of college and university students by counties; examines regional variations in college enrollment; and analyzes the reasons for these differences. A related document is E A 003 080. (JF)

ED 043 131 24 EA 003 085

Fain, Robert P.

Attitudes of School Board Members Toward Inter-School District Cooperation.

Missouri Univ., Kansas City.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-9-F-103

Pub Date 70

Grant—OEG-6-70-0008(509)

Note—251p.; A dissertation

EDRS Price MF-$1.00 HC-$12.65

Descriptors—Administrative Organization, *Board of Education Policy, *Cooperative Programs, *Educational Attitudes, *Educational Coordination, Educational Economics, Interagency Cooperation, *Interdistrict Policies, Regional Cooperation, Social Factors, Urban Education, Urban Schools

The purposes of this study were to determine the attitudes of selected public school district board members toward inter-school-district cooperation and the extent to which selected variables were related to board member attitudes. Data from questionnaires that sought demographic data, local-cosmopolitan orientation, and other information relevant to the study, were collected from districts in the metropolitan areas of Kansas City, Missouri, and Cincinnati, Ohio. The main hypothesis, that school board members are more favorable toward inter-school-district cooperation on functions with economic implications than they are on functions with social implications, was confirmed. In metropolitan Kansas City, board members with cosmopolitan orientations were found to be more favorable toward inter-school-district cooperation than those mem-

bers with local orientation. Furthermore, it was found that the social implication of certain functions emerged more strongly when locals were considered than when cosmopolitans were considered. (Author)

ED 043 132 24 EA 003 086

Myers, Norman K.

Physical, Intellectual, Emotional and Social Maturity Levels of Eighth, Ninth and Tenth Grade Students with Implications for School Grade Organization. Final Report.

Missouri Univ., Columbia.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-9-F-082

Pub Date Jun 70

Grant—OEG-6-70-0003

Note—177p.

EDRS Price MF-$0.75 HC-$8.95

Descriptors—*Adolescence, Bibliographies, *Data Analysis, Emotional Development, *Grade Organization, Intellectual Development, Junior High Schools, Literature Reviews, *Maturation, Middle Schools, Physical Development, Social Maturity

The junior high school, comprised of grades 7-9, was originally organized to meet the special needs of adolescent students. Current trends in school reorganization favor a middle school comprised of grades 6-8, raising the problem of where to place the ninth grade in the school organization. Assuming that ninth graders should be placed with students more nearly resembling themselves, a test was made of the research hypothesis that ninth grade students more nearly resemble tenth grade students than they do eighth grade students. From two suburban Missouri school districts, data were gathered relative to the physical, emotional, intellectual, and social maturity levels of eighth, ninth, and tenth grade students. Data analysis showed significant differences between eighth and ninth grade students in physical, intellectual, and emotional maturity. The only significant difference between ninth and tenth grade students was in physical maturity, since tenth graders were found to be more physically mature. The research hypothesis was therefore confirmed, leading to the conclusion that ninth graders would best be placed in senior high units rather than in junior high or middle school units. A 127-item bibliography of relevant literature is included. (EA)

ED 043 133 24 EA 003 087

Eckel, Howard

Developing and Testing Research Instruments for Role Analysis of Educational Administrators Emphasizing Devices to Study Relationships between Variable Definitions of Educational Administrative Activities, Style, and Norms, and Role Conflict and Ambiguity. Final Report.

Nebraska Univ., Lincoln.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-8-F-024

Pub Date 31 Dec 69

Grant—OEG-6-8-008024-0011(057)

Note—82p.

EDRS Price MF-$0.50 HC-$4.20

Descriptors—*Administrator Role, *Principals, *Research Tools, Role Conflict, *Role Theory, *Secondary Schools

This paper presents the results of a study to translate, adopt, and extend role theory as related to the secondary school principal; to develop and test instruments, processes, and devices for obtaining and analyzing role theory variables; and to generate hypotheses concerning the principal within a role analytical framework. A series of hypotheses are presented with limited case description support for each; the concept of "institutional role sets" and a process of recruitment, preparation, and inservice education are discussed. Hypotheses fall into three groups: (1) variables operating to shape the relationship between the principal and his role set and corresponding influences on his role; (2) cultural, societal, historical, and organizational factors; and (3) the reality of the principal's role strain. Appendixes include interview schedules, lists of persons interviewed, and references and a bibliography. (LLR)

ED 043 134 24 EA 003 089

Kaiser, Dale E. Beggs, Donald L.

Educational Program Evaluation Institute. Final Report.

Southern Illinois Univ., Carbondale.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-8-0497

Pub Date Oct 69

Grant—OEG-0-9-230497-4392

Note—47p.

EDRS Price MF-$0.25 HC-$2.45

Descriptors—Administrative Personnel, Data Analysis, Data Collection, *Educational Programs, *Evaluation Techniques, *Institutes (Training Programs), Program Development, *Program Evaluation, Public School Teachers, School Districts, Training Objectives

Thirty public school personnel from the immediate area of Southern Illinois University participated in a 3-week institute to train them to evaluate educational programs. The training emphasized writing appropriate objectives for and problems encountered in evaluation, as well as techniques of data collection and analysis. As part of the training, each participant designed an evaluation problem relevant to his school district. Three outstanding problem designs, a summary of the results of a participant-completed evaluation questionnaire, and two educational journal reprints prepared for and used in the institute conclude the report. (MLF)

ED 043 135 EA 003 095

Miller, Donald R. And Others

A Manager's Guide to Objectives. Revised Edition.

Operation PEP, Burlingame, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 69

Note—149p.

EDRS Price MF-$0.75 HC-$7.55

Descriptors—*Administrator Guides, Communication (Thought Transfer), *Educational Objectives, Educational Philosophy, *Educational Planning, Educational Policy, Management, Performance

Identifiers—ESEA Title III

This guide, focusing on participative management and the requirements of public decision-making in education, is designed as a management referent for the development and use of verifiable performance objectives. In addition to an indexed main section, the volume contains an anlysis matrix for educational objectives; formats for and examples of verifiable policy, program, curricular, and instructional objectives; and embryonic statements of verifiable instructional objectives for childcare and nursery schools, kindergartens, primary and intermediate schools, and junior and senior high schools. The work reported in this volume was performed under an ESEA Title III grant. (LLR)

ED 043 136 24 EA 003 105

Crawford, Jack, Ed.

CORD National Research Training Manual (2nd ed.)

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-9-I-002

Pub Date 69

Grant—OEG-9-9-47002-0006

Note—598p; A project of the RED TRAIN Program

Available from—Teaching Research Division, Oregon College of Education, Monmouth, Oregon 97361 ($12.50 or $15.00 with Workbook: EA 003 106)

EDRS Price MF-$2.25 HC Not Available from EDRS.

Descriptors—Administration, *Behavioral Objectives, Data Analysis, Educational Change, Educational Philosophy, Educational Specifications, Evaluation, *Instructional Design, *Instructional Improvement, Instructional Innovation, Instructional Programs, Measurement, Methodology, Research, *Research Design, Research Proposals, Statistics, Systems Approach

Identifiers—*Consortium Research Development Program

The purpose of this manual is to present some principles useful in the systematic improvement of instruction. Nine chapters present a methodical approach to the design, implementation, and measurement of the effectiveness of an instructional system. The first four chapters concern themselves with the development of an instructional system, beginning with the statement of behavioral objectives and continuing through to the trials and modifications of the instructional design. The next three chapters outline methodological principles and techniques to measure the effectiveness of such an instructional improvement program. The last two chapters round out the research perspective of the document by dealing with the administration of a research organization and successful research proposal writing. A related document is EA 003 106. (RA)

ED 043 137 24 EA 003 106

Smith, Clark A., Ed.

CORD National Research Training Manual Workbook (2nd ed.)

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Pub Date 69

Grant—OEG-9-9-47002-0006

Note—95p.; A project of the RED TRAIN Program

Available from—Teaching Research Division, Oregon College of Education, Monmouth, Oregon 97361 ($3.50 or both Manual: EA 003 105 and Workbook for $15.00)

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Data Analysis, Evaluation, *Instructional Design, Instructional Programs, Measurement, *Research Design, Research Proposals, *Workbooks

Identifiers—*Consortium Research Development Program

This workbook contains exercises to be used in conjunction with the CORD National Research Training Manual (EA 003 105). Special emphasis is placed on the issues of writing behavioral objectives and correctly designing, implementing, and evaluating a program of instructional improvement. Also included are exercises in general areas of research design, measurement, and proposal writing. An appendix provides answers to the exercises. (RA)

ED 043 138 24 EA 003 108

Ranyard, Redge W.

The Organizational Climate and Organizational Structure of Elementary Schools. A Study.

South Florida Univ., Tampa.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-7-I-010

Pub Date [70]

Grant—OEG-1-7-070010-3881 (010)

Note—54p.

EDRS Price MF-$0.25 HC-$2.80

Descriptors—*Elementary Education, *Organization, *Organizational Climate, *Questionnaires

Identifiers—OCDQ, Organizational Climate Description Questionnaire

This report examines the relationship between the organizational climate (as measured by the Organizational Climate Description Questionnaire of Halpin and Croft--1966) and the organizational structure (in the context of the bureaucratic construct of Weber--1947) of elementary schools. The study postulated that the organizational structure of a school was a variable that would co-vary with a school's organizational climate. Interviews with school principals, and questionnaires distributed to 137 elementary schools in Washington State were used to collect data. Through statistical analysis, a number of significant but low-order single and multiple correlations were obtained. These correlations supported the general hypothesis, but represented explained variance of such low magnitude as to make either generalizations or detailed discussion of implications futile. (Author)

ED 043 139 EA 003 109
The Federal-State Partnership for Education. Annual Report of the Advisory Council on State Departments of Education. (5th).
Office of Education (DHEW), Washington, D.C.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—OE-23050-70
Pub Date May 70
Note—187p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE.5.223:23050-70, $1.50)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—*Educational Finance, *Federal State Relationship, *Grants, Library Acquisition, Library Materials, Program Coordination, *Projects, State Departments of Education, State Programs
Identifiers—ESEA Title V
To provide a basis for fulfillment of a statutory responsibility to review the administration of Federal programs that reinforce State education agencies, this report traces the history of those agencies from the data provided by the agencies in their annual reports, and from information supplied by the staff of the U.S. Office of Education. Pending legislation and current OE programs are examined and recommendations for further action are proposed. Among the other Federal programs reviewed in this volume are Titles II and III of the ESEA and Title II and V-A of the NDEA. The report concludes that agencies have made notable progress in their development, particularly since 1965, the year that ESEA became a law. An appendix includes annual reports of the States for fiscal year 1969. (JF)

EC

ED 043 140 EC 030 013
Liechti, Carroll D. Walker, Ralph E.
ESEA Title VI Evaluation Report: Adaptive Physical Education Project.
Wichita Unified School District 259, Kans.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Kansas State Dept. of Education, Topeka.
Pub Date Aug 70
Note—40p.
EDRS Price MF-$0.25 HC-$2.10
Descriptors—Exceptional Child Education, *Exceptional Child Research, Experimental Programs, *Handicapped Children, Physical Activities, *Physical Education, Physical Fitness, Special Classes
Identifiers—Kansas
An adaptive physical education project was started in the Wichita Public Schools for children who were unable to participate in regular physical education classes due to one or more handicaps. Sixty-nine students in grades seven through nine participated the first year, and 103 students the second year. The program and class procedures were geared to the individual students' needs. Evaluative data was secured from student records, teacher plans, pre and post physical fitness testing, teacher reports, student activity checklists, and interviews with parents and participating physicians. Case studies of three randomly selected students, one from each grade, were also part of the evaluation. Evaluation data showed an increase in physical skills and ability and the program was judged successful. Approximately 1/4 of the students were able to return to the regular physical education program by the end of the second year. Appendixes include forms and information used in the program evaluation. (KW)

ED 043 141 EC 030 014
Liechti, Carroll D. Gwaltney, Thomas Larry
Title VI Hearing-Handicapped Preschool and Kindergarten Levels.
Wichita Unified School District 259, Kans.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Kansas State Dept. of Public Instruction, Topeka.
Pub Date Aug 70
Note—13p.
EDRS Price MF-$0.25 HC-$0.75
Descriptors—*Aurally Handicapped, Communication Skills, *Exceptional Child Research, Experimental Programs, Kindergarten, *Preschool Education, Sensory Training, Special Classes
Identifiers—Kansas
Two special classrooms were provided for 20 students at the preschool and kindergarten level who had severe hearing impairments. Two teachers and two instructional aides condcted classroom activities centered around sense training (visual, tactile, and auditory experiences). Speech development and communication skills were desired outcomes. To measure student gains in eight subtest areas, the Nebraska TEST OF Learning Aptitude was administered. In one year, the preschool students made an average growth of one year and 11 months in mean learning age. The kindergarten group showed an average gain of one year and five months in mean learning age. Student records, samples of classwork, and teacher written reports on each student (including sense training, socialization, responsibility, basic learning skills, and language development) correlated with the test data. (KW)

ED 043 142 EC 030 015
Directory of Services for Handicapping Conditions.
Information Center for Handicapped Children, Washington, D.C.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Washington Opportunities for Women, Inc., Washington, D.C.
Pub Date 70
Note—410p.
EDRS Price MF-$1.75 HC-$20.60
Descriptors—*Directories, Educational Facilities, Emotionally Disturbed, *Exceptional Child Services, *Facilities, *Handicapped Children, Health Facilities, Library Facilities, Mentally Handicapped, Parent Associations, Physically Handicapped, Rehabilitation Centers, Resource Centers, Special Health Problems
Identifiers—Maryland, Virginia, Washington, D.C.
The directory lists services available in the Washington, D.C. area for persons with mental, physical, or emotional handicaps or with special health conditions. An index by handicapping condition and an index by services offered precede the listing of facilities in the District of Columbia, Maryland (Montgomery and Prince George's Counties), and Virginia (Arlington and Fairfax Counties, and the cities of Alexandria and Falls Church). Information concerning each facility listed includes (where applicable): address, telephone, hours, director, type of staff, private or public, fees, area served, capactiy, admission procedure, transportation, persons served, and description of program or services. Appendixes include lists of: libraries; Maryland and Virginia facilities outside the metropolitan area commonly used by area residents; parent, professional, and youth groups related to various handicaps; national sources of information; and U.S. government facilities. (KW)

ED 043 143 EC 030 017
Younie, William J., Ed. Goldberg, I. Ignacy, Ed.
Special Education in the Residential Setting. Proceedings of the Special Study Institute (Columbia University, New York, New York, June 30-July 18, 1969).
Columbia Univ., New York, N.Y. Teachers College.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.
Pub Date 70
Note—174p.
EDRS Price MF-$0.75 HC-$8.80
Descriptors—*Administrative Policy, Conference Reports, Exceptional Child Education, *Exceptional Child Services, *Institutional Administration, *Mentally Handicapped, *Residential Centers, Residential Schools
Reported are the proceedings of a three-week conference for special education administrators working with educational programs for the institutionalized mentally handicapped. Conference papers included are: The Role of a Residential Facility in Modern Society, by Robert Dentler; The Present Nature of Residential Populations, by Harvey Dingman; Multidimensional Problems of Administration in a Residential Setting, by Harvey Stevens; and The Current Status of Education in Residential Centers in the U.S. by Wesley White. Also presented are The Educational Roles of a Residential Center, by David Rosen; Assessment and Placement, by Margaret Jo Shepherd; Administrative Implications for Education at Various Ability Levels, by Robert Erdman; Resources for Implementing the Administrative Model, by Philip Roos; and An Administrative Model for the Residential Setting - An Application of Open System Theory, by Arthur Lewis. Appended are a summary of group problems, reactions to problem solving, and a list of conference participants. (KW)

ED 043 144 40 EC 030 018
Asp, Carl W.
The Effectiveness of Low-Frequency Amplification and Filtered-Speech Testing for Pre-School Deaf Children. Interim Report.
Tennessee Univ., Knoxville.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—BR-52-2113
Pub Date May 70
Grant—OEG-0-9-522113-3339(032)
Note—6p.; Paper presented at the Meeting of the Acoustical Society of America (79th, Atlantic City, New Jersey, April 22, 1970)
EDRS Price MF-$0.25 HC-$0.40
Descriptors—*Auditory Training, *Aurally Handicapped, *Exceptional Child Research, *Hearing Aids, Preschool Children
To evaluate the effectiveness of low-frequency amplification, three classrooms were equipped in an experimental design in which the teacher spoke simultaneously through two different amplifying systems, a low-frequency auditory training unit (Suvag I) and a conventional unit (Warren T-2). Thirty preschool deaf children were matched and assigned to either unit. The same type of output transducers were utilized for all the children. Teachers used the Verbo-tonal Method (primarily an auditory program) for habilitation. The low-frequency unit produced a greater acoustic response below 500 Hz. Hearing aids were selected that produced frequency responses similar to the training units (the Mini Suvag for children on the low-frequency unit, the Zenith Vocalizer II for the conventional unit). A Bruel and Kjaer test system was used to evaluate the training units and hearing aids. The Mini Suvag, capable of simultaneously driving a vibrator and a headset, had a greater low-frequency response. (KW)

ED 043 145 EC 030 019
[Promise in Progress: Final Progress Report on Mental Retardation Planning and Implementation in West Virginia.]
West Virginia State Commission on Mental Retardation, Charleston.
Pub Date 69
Note—38p.
EDRS Price MF-$0.25 HC-$2.00
Descriptors—Community Attitudes, Exceptional Child Education, *Exceptional Child Services, *Mentally Handicapped, Recreational Programs, Rehabilitation Programs, Residential Care, Special Services, State Legislation, *State Programs
Identifiers—West Virginia
The final report of the West Virginia Commission on Mental Retardation reports of the planning and implementation of programs for the mentally handicapped in the state. Described are specific accomplishments since the Commission was created in 1964 to help governmental agencies and civic groups in preparing programs. Progress in the following areas is detailed: legislation passed and proposed, public awareness and consulting services, prevention, education, residential care, rehabilitation, and recreation. Projects and proposals that have become reality in each of the nine state regions are summarized. (KW)

ED 043 146 EC 030 020
Bates, Karla K. Armenti, Simma
Use of Multi-Sensory Reinforcement in Toilet Training Retardates.
Fairview State Hospital, Costa Mesa, California.
Pub Date [70]
Note—3p.
EDRS Price MF-$0.25 HC-$0.25
Descriptors—*Behavior Change, *Exceptional Child Research, *Hygiene, *Mentally Handicapped, Positive Reinforcement, *Self Care Skills, Training Techniques

Identifiers—Toilet Training

A behavior modification program in toilet training, utilizing reinforcing properties of music, candy, cold drinks, and television was instigated with institutionalized (nontoilet trained) males, ages 15-20 , who were profoundly, severely and moderately mentally handicapped. Eleven experimental and 11 control subjects were involved. A Toileting Rating Scale was administered once each day during the 45 days of training, and Elimination Baseline data (indicating type and place of elimination) was recorded. Both groups underwent the training sessions, but the control group received only verbal rewards. Results showed that the multi-sensory reinforcement did cause an increase in the number of successful toiletings (self and other initiated) over the control group, with candy and music the most frequently selected reinforcers (82.8%). (KW)

ED 043 147 EC 030 021

Kessler, H.E.

The Feasibility of Using a "Buddy" System to Assimilate Handicapped Children Back into the Regular Classroom.

Brainerd Public Schools, Minn.

Pub Date Oct 68

Note—66p.

EDRS Price MF-$0.50 HC-$3.40

Descriptors—Childhood Friendship, *Emotionally Disturbed, *Exceptional Child Research, *Interpersonal Competence, *Social Adjustment, *Socially Maladjusted, Social Relations

Selected normal children were paired in a buddy relationship with emotionally disturbed or socially maladjusted children (termed emotionally handicapped) from a special class during a summer outdoor, eight-week nature study program. Purposes were to facilitate social interaction and improve the social relationships of the emotionally handicapped children. Social techniques used are described, as are the devices and techniques used to evaluate the program, which included a social preference scale, structured interviews of children, parents, and staff, and an advisory board of research specialists. The program was reported effective in establishing compatible social relationships between the buddies and the handicapped while under staff supervision (but not in free play), and developing socially acceptable behavior by the handicapped children for longer periods of time and the ability to accomodate to group activities for short periods of time. It was concluded that children aged six to nine years cannot accept the emotionally handicapped as friends but can enjoy such learning programs and be good models of behavior. (KW)

ED 043 148 EC 030 022

Krusen, Frank H.

Directory of Organizations Interested in the Handicapped.

President's Committee on Employment of the Handicapped, Washington, D.C.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 68

Note—100p.

Available from—Committee for the Handicapped, People to People Program, 1218 New Hampshire Avenue, N.W., Washington, D.C. 20036 ($0.50)

EDRS Price MF-$0.50 HC-$5.10

Descriptors—*Agencies, *Directories, *Handicapped, Information Sources, *Organizations (Groups), Rehabilitation

Intended as a reference to available sources of guidance, information, and advice, the directory lists 64 private and federal agencies and organizations concerned with training, treatment, techniques, and procedures used in rehabilitating and employing the handicapped. Organizations as varied as the American Psychiatric Association, the Boy Scouts of America, and the United Mine Workers of America Welfare and Retirement Fund are included. Each organization is described in terms of the executive officers, address, purposes, programs, any VRA (Vocational Rehabilitation Administration) projects, and publications. (KW)

ED 043 149 EC 030 023

Salmon, Peter J.

Out of the Shadows.

Industrial Home for the Blind, Brooklyn, N.Y.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 70

Note—103p.

Available from—National Center for Deaf-Blind Youths and Adults, 105 Fifth Avenue, New Hyde Park, New York 11040 ($1.00)

Document Not Available from EDRS.

Descriptors—Adults, Community Attitudes, Community Services, *Deaf Blind, Demonstration Projects, Evaluation Techniques, *Multiply Handicapped, *Rehabilitation Programs, Research Projects, Special Services, Vocational Rehabilitation

Identifiers—Anne Sullivan Macy Service for Deaf-Blind Persons

Described is the Anne Sullivan Macy Service for Deaf-Blind Persons, a regional demonstration and research project conducted by the Industrial Home for the Blind in New York and the Social and Rehabilitation Service (DHEW). The purposes of the project are noted to be rehabilitation services to the deaf-blind, mobilization of state and local community resources to initiate referrals for rehabilitation and to provide services following rehabilitation, development of affirmative attitudes by the public toward deaf-blindness, and data collection, research studies, and dissemination of findings. The report describes the deaf-blind, the dimensions of the problem, the rehabilitation program organized, and the approach to cultivating public and professional concern. The salient features of the client group of 171 deaf-blind persons are described, as are the measuring procedures used (observational comparison and followup survey), and the findings of these studies. Recommendations for improving services in the future are made. Appendixes include the schedule of evaluation procedures, characteristics at intake of the clients, changes resulting from rehabilitation in a sample of 50 clients, changes in agency attitudes, a list of publications related to the project, guidelines for volunteers, and descriptions of manual alphabets. (KW)

ED 043 150 EC 030 024

Grost, Audrey

Genius in Residence.

Pub Date Sep 70

Note—224p.

Available from—Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 ($6.95)

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), Biographies, Educational Needs, *Exceptional Child Education, Family Life, *Gifted, *Individual Development

The author recounts the family and school life of an exceptionally gifted child - her son, Michael Grost - from birth to his graduation from Michigan State University at the age of 15 years. She has chronicled the development of Mike (IQ 200+) with many humorous, frustrating, despairing, triumphant, and incredible personal experiences of Mike and the family as they struggled toward the fullest development of his talents. Encounters with the rigid school system, jealous neighbors, inflexible members of the educational community, and finally compassionate educators and psychologists at Michigan State University are described. Beyond the story of one gifted child, the author raises questions related to current teaching methods and the educational system, the conflict of the pursuit of equal opportunities and the pursuit of excellence, and how to nurture and develop to the fullest talent and genius in the individual child. (KW)

ED 043 151 EC 030 025

Curtis, W. Scott Donlon, Edward T.

An Analysis of Evaluation Procedures, Disability Types, and Recommended Treatments for 100 Deaf-Blind Children.

Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Research and Demonstration Grants.

Pub Date Jan 69

Note—110p.

EDRS Price MF-$0.50 HC-$5.60

Descriptors—*Classification, *Clinical Diagnosis, *Deaf Blind, Evaluation Methods, *Exceptional Child Research, Language Classification, Multiply Handicapped, *Taxonomy, Vocabulary

Descriptions by various professionals of 70 multiply handicapped deaf-blind children evaluated at the Syracuse University Center for the Development of Blind Children were examined for terminology used to describe the child and his life situation. Purposes were to develop some epidemiological characteristics of the multiply handicapped, deaf-blind population; identify terminology; classify terminology used by profession of examiner and by categories of diagnostic import (e.g., social-emotional, physcial-medical, communicative); and develop suggestions and implications for utilization of this data to improve the evaluation process and communication of evaluation results. Insepection of terms in six professional reports on each child showed 1,646 terms, and no term occured over four times. A general plan for the use of a formalized videotape protocol for communication between agencies and as a means of standardizing observation procedure was evolved. It is suggested that the value of professional terminology be examined both in client contact and in student training. The above project initiated research and training proposals based on the above findings. Appendixes include statistical reports from the American Association for the Blind, terms used in initial and final analyses, and recommendations listed in report summaries. (KW)

ED 043 152 EC 030 026

Hoffman, John L.

An Investigation of Factors Contributing to Successful and Non-Successful Adjustment of Discharged Retardates.

Pineland Hospital and Training Center, Pownal, Maine.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Research and Demonstration Grants.

Pub Date Sep 69

Note—350p.

EDRS Price MF-$1.50 HC-$17.60

Descriptors—*Adjustment (to Environment), Adults, *Exceptional Child Research, *Followup Studies, Institutionalized (Persons), Longitudinal Studies, *Mentally Handicapped, Personal Adjustment, Prediction, Rehabilitation, Social Adjustment, Vocational Adjustment, Vocational Rehabilitation

Presented is a longitudinal followup study some 4-10 years later of 569 mentally handicapped adults discharged from the Pineland Hospital and Training Center. Described are the setting in which the research was done (the institution, the field, and the State of Maine), relevant literature, the methodology of the data collection and analysis, and the results. Statistical analysis revealed predictive relationships among factors related to the period prior to discharge for successful and non-successful divisions of the categories of post-discharge behavior. These categories considered were: presence or absence of police contact, self-support ability, wage levels, stability of interpersonal ties, and marital status. Implications of the results for theory and practice are discussed. Accompanying the report and separately bound are two documents: the "Tabular Supplement," giving a statistically descriptive longitudinal picture of many aspects of subjects' lives, and the "Biographical Supplement", giving specific personal illustration of various types and levels of post-discharge conditions. (KW)

ED 043 153 EC 030 027

Simpson, Bickley

Learning Disabilities In-Service Training Kit.

Project Lighthouse, Marshfield, Mass.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 69

Note—179p.

Available from—Project Lighthouse, 1122 Ocean Street, Marshfield, Massachusetts 02050

Document Not Available from EDRS.

Descriptors—Cognitive Processes, *Educational Methods, *Exceptional Child Education, Language Skills, *Learning Disabilities, Psychomotor Skills, Reading, Teaching Methods, Testing

Included in the training kit for teachers in the area of learning disabilities are materials developed by Project Lighthouse for experimental field usage to test the materials. The problem of educating children with learning disabilities is summarized, as is Piaget's model of logical activity. The major divisions of the text then deal with the areas of standardized texts (behavior rating scales, patterning, perceptual motor skills, gross motor activities); the development of language (analyses of language, reading, and spelling abilities, tutoring procedures, psychoeducational diagnosis, and a concurrent reading program); and

logical training, reading, and spelling (rhythm, music therapy, mathematical reasoning). The last section also contains some teacher designed materials and techniques: bead game, crossword puzzle placement, and logical training exercises. Each section contains a bibliography. (KW)

ED 043 154 EC 030 028

Garfunkel, Frank

Handbook of Facilities for Emotionally Disturbed and Socially Maladjusted Children and Adolescents in Massachusetts and Adjacent Areas.

Boston Univ., Mass. New England Materials Instruction Center.; Boston Univ., Mass. School of Education.

Pub Date 1 Jul 70

Note—269p.; Revised Edition

Available from—Boston University Bookstore, 775 Commonwealth Avenue, Boston, Massachusetts 02215 ($4.00)

EDRS Price MF-$1.25 HC-$13.55

Descriptors—Camping, Directories, Educational Facilities, *Emotionally Disturbed, *Exceptional Child Services, Health Facilities, Institutional Facilities, *Learning Disabilities, Residential Centers, School Services, Socially Maladjusted, Special Classes

Identifiers—Massachusetts

The first section of the handbook lists clinics, centers, schools, and camps (both public and private facilities) offering services for emotionally disturbed children in Massachusetts and nearby areas. Descriptive information for each facility includes: location, director, type and number of clients, services offered, professions represented on staff, trainee policy, fees, visiting provisions, and summary of general purpose. The second part of the handbooks lists public school programs for emotionally disturbed children and children with learning disabilities, describing behavior problems served, number of classes, sex distribution, educational services, and teacher-student ratio. (KW)

ED 043 155 EC 030 029

Better Education for Handicapped Children. Annual Report Fiscal Year 1969.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 69

Note—48p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.55)

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—Annual Reports, Educational Programs, *Exceptional Child Services, *Federal Aid, Federal Legislation, Financial Support, *Handicapped Children

Identifiers—Elementary and Secondary Education Act Title VI-A

Presented is the annual report of Federal aid to State and local educational programs for handicapped children during the 1968-69 school year. Program activities of Title VI-A of the Elementary and Secondary Education Act, and Public Law 89-313, an amendment to Title I of ESEA, are reviewed jointly. Included is statistical information related to children served and needing to be served; program expenditures, objectives, and achievements; employment and training of personnel; and Title VI-A and Public Law 89-313 in review (the law, and results). (KW)

ED 043 156 EC 030 030

Gearheart, Bill R. Willenberg, Ernest P.

Application of Pupil Assesment Information: For the Special Education Teacher.

Pub Date 70

Note—93p.

Available from—Love Publishing Company, 6635 East Villanova Place, Denver, Colorado 80222 ($2.95)

Document Not Available from EDRS.

Descriptors—*Exceptional Child Education, Measurement Techniques, Special Education Teachers, *Student Evaluation, *Testing, Tests, Vocabulary

Because classroom teachers are increasingly expected to be knowledgeable in the area of student evaluation, the book is designed to describe the types, purposes, and appropriateness of various tests and evaluative techniques, and to explore the role a classroom teacher should play in this area. The first part of the book, an intoduction to testing, reviews basic nomenclature used in evaluation, and discusses uses of specific standardized tests, evaluative measurements, and teacher constructed tests. The second part, dealing with the special education teacher and test information, treats methods and resources available to the teacher, the application of test information, and presents four case studies and some sample record forms. Appended is a list of selected test publishers. (KW)

ED 043 157 EC 030 031

Directory of Services for the Multiply Handicapped Deaf and/or Hearing Impaired. Resources for the Rubella Deaf Child.

Gallaudet Coll., Washington, D.C.

Pub Date Jun 70

Note—102p.

EDRS Price MF-$0.50 HC-$5.20

Descriptors—*Aurally Handicapped, Bibliographies, Directories, Educational Facilities, *Exceptional Child Services, Institutions, Literature Reviews, *Multiply Handicapped, Research Projects, Residential Schools, Rubella

The directory contains information on centers, facilities, and schools which provide some services or programs suitable to the needs of the deaf or hearing impaired who have additonal handicaps (adults as well as children). A brief description of the facility, the clients served, and the services offered accompanies the listing of each facility's name, address, and director. In addition, the following information is included: research projects in the field of rubella, and relating to the multiply handicapped; abstracts of literature on rubella and on the multiply handicapped hearing impaired; and bibliographies of literature on rubella and on the deaf multiply handicapped. (KW)

ED 043 158 40 EC 030 032

McLean, James E.

Stimulus Shift: A Demonstration Motion Picture. Final Report.

Kansas Univ., Lawrence. Bureau of Child Research.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-26-2019

Pub Date Jun 70

Grant—OEG-0-9-262019-2325(032)

Note—7p.

EDRS Price MF-$0.25 HC-$0.45

Descriptors—*Articulation (Speech), Audiovisual Aids, *Exceptional Child Research, Film Production, Instructional Films, Professional Education, *Speech Handicapped, Speech Therapy

The purposes of the project described were to demonstrate the use of innovative stimulus shift techniques in articulation and language training, and to experiment with use of motion picture photography in the education and instruction of clinicians and therapists working with speech handicapped children. A 37-minute sound color film was produced showing clinical procedures as applied to two subjects involved in articulation speech therapy. The Procedures demonstrated were developed for mentally handicapped children, but are appropriate for all clinical subjects. (KW)

ED 043 159 EC 030 033

Craig, William N. Burrows, Nona L.

Improved Vocational, Technical and Academic Opportunities for Deaf People: Research Component. Final Report.

Pittsburgh Univ., Pa. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Oct 69

Note—110p.

EDRS Price MF-$0.50 HC-$5.60

Descriptors—Administrator Guides, *Aurally Handicapped, Deaf, *Exceptional Child Research, Junior Colleges, *Post Secondary Education, *Program Administration, *Program Evaluation, Technical Institutes, Vocational Education

Identifiers—Delgado College (New Orleans)

A 5-year project is planned to increase opportunities for the deaf by using existing vocational and technical schools and junior colleges customarily serving the hearing. Its pilot planning phase developed guidelines for program establishment and administration and a research plan for program evaluation and improvement. Preparatory meetings and site visits were made to the three schools involved. A list is provided of tests to be used; guidelines, comprising around a fourth of the document, are given for the program at Delgado College in New Orleans. Also included are 1-page descriptions for the programs at Seattle Community College and St. Paul Technical Vocatinal Institute. Appended forms make up about half of the document. (JD)

ED 043 160 EC 030 035

Blessing, Kenneth R., Ed.

A Persisting Life Needs Approach to a Curriculum for the Educable Mentally Retarded.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Grant—OEG-594149-70

Note—283p.

Available from—Wisconsin Dept. of Public Instruction, Publications Order Service, 126 Langdon Street, Madison, Wisconsin 53702 ($2.00)

EDRS Price MF-$1.25 HC-$14.25

Descriptors—Adjustment (to Environment), *Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, Interpersonal Competence, Resource Guides, Self Care Skills, State Curriculum Guides, State Programs, Teaching Guides

Identifiers—Wisconsin

The objectives and perspective for a program with the educable mentally handicapped are presented in the Wisconsin curriculum guide. The described concepts and activities revolve around 12 Persisting Life Situations which include communicating ideas, understanding one's self and others, traveling, adjustment to various situations, health care, safety concerns, earning money, homemaking, money management, use of leisure time, appreciation of arts and beauty, and civic responsibilities. For each of the 12 situations, separate objectives and activities are suggested for primary, intermediate, and secondary levels. Approaches to learning and behavior development are discussed with implications toward programing and curriculum. The appendix treats the use of prescriptive teaching with the educable mentally handicapped and offers instructional activities in the area of psycholinguistics. A handbook which accompanies the manual is available as EC 030 036. (RD)

ED 043 161 EC 030 036

Contrucci, Victor J. And Others

Teachers' Handbook for Implementation of the State Curriculum for Educable Mentally Retarded.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Mar 70

Grant—OEG-594149-70

Note—25p.

Available from—Wisconsin Dept. of Public Instruction, Publications Order Service, 126 Langdon Street, Madison, Wisconsin 53702 ($0.50)

EDRS Price MF-$0.25 HC-$1.35

Descriptors—Curriculum, *Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, Resource Guides, State Curriculum Guides, State Programs, Teaching Guides, Unit Plan

Identifiers—Wisconsin

Designed to accompany the Wisconsin State Curriculum for educable mentally retarded (EC 030 035), the handbook offers suggestions for implementation of the 12 Persisting Life Situations reflecting the general objectives of the state curriculum. Guidelines for preparing teaching units and resource guides, and for utilizing the Curriculum Accounting Teacher Sheet (CATS) are also provided. Appendixes contain a unit format and sample sheets of CATS. (RD)

ED 043 162 EC 030 037

Grunewald, Karl

The Mentally Retarded in Sweden.

Pub Date 69

Note—43p.

Available from—Swedish Institute, Hamngatan 27, P.O. Box 7072, S-103 82 Stockholm, Sweden
Document Not Available from EDRS.
Descriptors—Day Care Services, Etiology, *Exceptional Child Services, *Facilities, Incidence, Legislation, *Mentally Handicapped, *National Programs, Nursing Homes, Parent Associations, Residential Care
Identifiers—Sweden

The aims and principles of normalization and integration of the mentally retarded in Sweden are discussed in terms of implications for services and programs. The historical background of the present care for the mentally handicapped notes legislative actions, responsibilities of the Board of Provisions and County Councils, the development of the national parent association, and the development of planning services and the present five year plan. Data on incidence figures, service recipients, and categories of causation are illustrated by tables. Descriptions of present and proposed Swedish facilities for the retarded include boarding homes, special schools (both residential and non residential), training schools, special classes, residential homes for adults and children, special hospitals, services for retardates with antisocial behavior, hostels, private home care, day nurseries, and sheltered employment. Also cited are concerns of the costs of care, supervisory authorities, the rights of the retardate, psychiatric services, and future needs. (RD)

ED 043 163 EC 030 038
Erdman, Robert L. And Others
The Administration of Programs for Educable Retarded Children in Small School Systems.
Council for Exceptional Children, Arlington, Va.
Pub Date 70
Note—97p.
Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 ($3.75)
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—*Administrative Organization, Administrative Policy, Admission Criteria, Class Size, County School Systems, Curriculum, *Educable Mentally Handicapped, Elementary Schools, *Exceptional Child Education, *Program Administration, Program Development, Rural School Systems
Identifiers—Small School Systems

Administrative concerns of programs for educable mentally retarded children in small school systems are discussed beginning with preliminary steps of program promotion and development of program rationale. The selection of children is explored in areas of screening methods, individual evaluations, implications of student characteristics, and criteria for placement in special classes. Also described are the organization of classes and related organizational problems along with the development of curriculum and program activities. Various programing approaches and organizational patterns provided include cooperative programs, contract services, intermediate units, itinerant personnel, summer programs, and work study programs. Appendixes contain listings of state associations for the retarded, the Special Education IMC/RMC Network, curriculum resources, resource texts, educational films, parent resources, suggested equipment and supplies, and sample forms to be used in special education programing. (RD)

ED 043 164 EC 030 039
Weatherman, Richard, Comp.
Regional Conference in Special Education (University of Minnesota, Minneapolis, Minnesota, May 23-24, 1968). Final Report.
Minnesota Univ., Minneapolis. Dept. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 68
Note—44p.
EDRS Price MF-$0.25 HC-$2.30
Descriptors—*Conference Reports, *Culturally Disadvantaged, *Educable Mentally Handicapped, *Exceptional Child Education, *Handicapped Children, School Personnel

The report summarizes the results of discussions at a regional special education conference. Problem areas considered (and suggestions made) were relationships with regular education, image and attitude toward handicapped children and special education, teacher training, retention of good personnel, school's role in preschool programs, diagnosis and placement, communication, federal funding, and educational research. Included in the document are summary comments by Maynard C. Reynolds and the text of two major addresses: Is Much of Special Education (as we have known it) Obsolete?, by Lloyd M. Dunn, which is a blueprint for change in education for children with mild or moderate learning problems, including those classified as cultural-familial educable mentally handicapped; and Handicapped Children in Modern Society, by Robert J. Havighurst, also dealing with the children labeled educable mentally handicapped due to environmental and social disadvantagement. (KW)

ED 043 165 EC 030 040
The Needs of the Deaf and Hearing Impaired. Legislative Document No. 99.
Temporary State Commission to Study and Investigate the Problems of the Deaf, Albany, N.Y.
Pub Date Mar 70
Note—430p.
EDRS Price MF-$1.75 HC-$21.60
Descriptors—Annual Reports, *Aurally Handicapped, Hearing Aids, Identification, *Individual Needs, Insurance Programs, Multiply Handicapped, Preschool Education, Preventive Medicine, *Special Services
Identifiers—New York State

The Temporary State Commission to Study and Investigate the Problems of the Deaf presents a third annual report on the needs, services, and programs to aid the deaf and hearing impaired in New York State. The commission engaged in research activities to provide data necessary to substantiate legislation and to pursue the implementation of previous recommendations. The following areas of investigation are reported upon: hearing aids, life and automobile insurance, prevention and early detection of deafness (rubella immunization and infant auditory screening program), multiply handicapped deaf children (dependency, services and programs), preschool education, and care of the aged deaf. Recommendations are made. Extensive appendixes include the text of legislative acts, proceedings of commission's meetings and hearings, and questionnaires employed. (KW)

ED 043 166 EC 030 041
Grinker, Roy R., Sr., Ed. And Others
Psychiatric Diagnosis, Therapy and Research on the Psychotic Deaf. Final Report.
Michael Reese Hospital and Medical Center, Chicago, Ill.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date Sep 69
Note—121p.
EDRS Price MF-$0.50 HC-$6.15
Descriptors—*Aurally Handicapped, Clinical Diagnosis, Cognitive Processes, *Mentally Handicapped, Preschool Education, Psychiatric Services, *Psychiatry, Psychosis, *Psychotherapy, Research Projects
Identifiers—Illinois

Described is an extensive research and demonstration project in Illinois concerned with the deaf mentally ill. Purposes were to gain experience and knowledge needed to provide therapy for such persons, train professional personnel in therapeutic processes, establish inpatient and outpatient facilities in the State Mental Health system for such patients, and develop and test research hypotheses related to concept formation, symbolic representation, prevention of mental illness, and techniques of rehabilitation. Diagnostic studies to determine commonality of syndromes and of psychodynamics and responses to various therapies were conducted with deaf mentally ill persons being treated in various situations. Findings are presented and recommendations made. Sections deal with inpatient psychotherapy, group therapy, family history, private office treatment, deaf children, a preschool nursery for deaf children, cognitive process in deaf and hearing subjects, EEG changes under differing auditory stimulations, and EEG findings on deaf psychiatric patients. Publications from the project are listed. (KW)

ED 043 167 EC 030 042
Combating Stigma Resulting from Deformity and Disease.
Leonard Wood Memorial for the Eradication of Leprosy, New York, N.Y.
Pub Date Nov 69
Note—51p.; Proceedings of a seminar (New York, New York, November 6, 1969)
EDRS Price MF-$0.25 HC-$2.65
Descriptors—*Cerebral Palsy, *Changing Attitudes, Conference Reports, *Epilepsy, *Physically Handicapped, *Public Opinion, Public Relations
Identifiers—Leprosy

Summarized are the proceedings of a seminar concerned with methods of combating stigma resulting from facial disfigurement, epilepsy, cerebral palsy, and leprosy. The purpose was to determine how theories about stigma can help in the development of new methods of public education in order to change public attitudes and reduce social stigma. Discussed in four major sessions were: the nature and source of stigma (theory, extent, effects); social stigma from the agency viewpoint (public education and information methods of agencies); methods of communication and social stigma (role of mass media in transmitting stigma, and use of audiovisual media to reduce it); and recommended methods for combating stigma in the future. (KW)

ED 043 168 EC 030 043
Benson, F. Arthur M., Ed.
Modifying Deviant Social Behaviors in Various Classroom Settings. Monograph No. 1.
Oregon Univ., Eugene. School of Education.
Pub Date Feb 69
Note—80p.
Available from—Department of Special Education, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.15)
Document Not Available from EDRS.
Descriptors—*Behavior Change, *Classroom Techniques, Conditioned Response, *Exceptional Child Research, *Intervention, Parent Participation, Peer Acceptance, Positive Reinforcement, *Socially Deviant Behavior, Special Classes, Teacher Role

Behavior modification procedures appropriate to the classroom for altering socially deviant behaviors in young children are described. In the first section (Teachers, Peers and Parents as Agents of Change in the Classroom), the classroom is not only the focus of study but also the setting in which treatment, in the form of intervention programs, occurs. How treatment is effected by the teacher, the peer group, and the parents is illustrated. Intervention and conditioning procedures, including a reinforcing work box placed on the student's desk, are discussed, and results with individual experimental subjects reported. The second section, Special Class Placement as a Treatment Alternative for Deviant Behavior in Children, describes the development and evaluation of a treatment model designed to modify hyperactive, disruptive classroom behavior. Special attention is given to the generalization of effects when the student leaves the special classroom for his normal one. Research data is reported. (KW)

ED 043 169 EC 030 045
Lacey, Phyllis R.
Life with the Mentally Sick Child.
Pub Date 69
Note—77p.
Available from—Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 ($4.00 HC, $2.25 PB)
Document Not Available from EDRS.
Descriptors—Autism, *Child Care, Child Psychology, Child Rearing, *Emotionally Disturbed, *Exceptional Child Education, *Psychotic Children

Intended as a handbook of guidance and instruction for parents, the book deals with the home and hospital care of psychotic (autistic) children, who are defined as those evidencing psychic withdrawal from reality. Definitions of such a child are presented and symptomatic behavior indicated. Suggestions are made for dealing with symptomatic problems which occur when caring for psychotic children. Discussed are general principles of care of emotionally disturbed children, routine physical care (dressing and undressing, feeding, toilet training, sleeping), and speech, hearing, and communication problems peculiar to psychotic children. Differences between normal and emotionally disturbed children, and between severely emotionally disturbed and psychotic children are ex-

plained. Stimulation, occupation, and recreation are also discussed. (KW)

ED 043 170 EC 030 046

Kronick, Doreen, Ed.

Learning Disabilities: Its Implications to a Responsible Society.

Pub Date 69

Note—183p.

Available from—Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($9.75)

Document Not Available from EDRS.

Descriptors—*Exceptional Child Education, Family Influence, Family Life, Identification, *Interaction, *Learning Disabilities, Minimally Brain Injured, Neurologically Handicapped, Social Integration, Social Relations

Designed to emphasize areas of interaction, the papers on learning disabilities include discussions of the importance and procedures of early diagnoses of developmental disorders, by Joseph DiLeo; traditional concepts and problems of minimal brain dysfunction (MBD), by Ernest Siegel; interactions of the MBD child, family, and teacher, by Bernard Aronov; and psychological problems of minimally brain injured adolescents, by Sol Gordon. Edward Scagliotta explores effects and contributions of the learning disabled child in family relationships, while Willetta Silva examines the existing school procedures for children with minimal brain dysfunctions and suggests future developments and changes. In three papers, Doreen Kronick describes the concept of secondary gain in the MBD child, unique factors affecting family interaction with learning disabled children, and realistic goals and objectives for children with minimal brain dysfunction. (RD)

ED 043 171 40 EC 030 060

Kafafian, Haig

Study of Man-Machine Communications Systems for the Handicapped. C/R/I Second Report, Volume I.

Cybernetics Research Inst., Inc., Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-18-2003

Pub Date Feb 70

Grant—OEG-2-7-070533-4237

Note—151p.

Available from—Librarian, Cybernetics Research Institute, 2233 Wisconsin Avenue, N. W., Washington, D.C. 20007 ($5.00)

EDRS Price MF-$0.75 HC-$7.65

Descriptors—*Communication Skills, *Cybernetics, Demonstration Programs, *Exceptional Child Research, Handicapped Children, Instructional Materials, *Man Machine Systems, Raised Line Drawings, Sensory Aids, Technological Advancement, Telephone Communication Systems, Typewriting

Identifiers—CYBERCOM, HAIBRL

Reported are studies of man-machine communications systems and instructional procedures for facilitating the education of the handicapped. (The studies are a continuation of the program covered in C/R/I's preceding Interim Report.) To enhance the capability of the severely handicapped to communicate and thereby to develop intellectually, aspects of the study of this CYBERCOM family of man-machine systems include developing tests to observe and measure their effectiveness, studying man-machine interfaces, developing and testing instructional materials for teaching the use of the systems to the handicapped, demonstrating the systems to educators, and disseminating information for use in school systems. Specific topics covered include research and training programs with handicapped children, using bilateral-input interfaces for producing written communications; varied interfaces and transfer codes; telephone communications for the deaf or speech impaired; HAIBRL, a two-dot tactile system for reading and writing; sensory aids for the blind; and other collateral studies. Conclusions, recommendations, and future plans are detailed. Appendixes include descriptions of trainig, instructional materials and techniques, handwriting and typing samples, case studies, and other related items. (KW)

ED 043 172 40 EC 030 098

Matkin, Noel D.

Analysis of a Recorded Test for the Measurement of Hearing in Children.

Northwestern Univ., Evanston, Ill. Dept. of Communicative Disorders.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0156

Pub Date Dec 69

Grant—OEG-0-8-080156-3526(032)

Note—36p.

EDRS Price MF-$0.25 HC-$1.90

Descriptors—*Audiometric Tests, *Auditory Evaluation, Auditory Perception, *Aurally Handicapped, Aural Stimuli, Clinical Diagnosis, *Exceptional Child Research, Preschool Children, Tape Recordings

To study the feasibility of using filtered environmental sounds as test stimuli to determine the auditory sensitivity of young children, a tape recorded test was prepared using environmental sounds which retain their identity when filtered. Twenty normal-hearing preschoolers and 40 hearing impaired children (20 with flat sensori-neural hearing losses, 20 with high-frequency impairments) were evaluated during test and retest sessions. The sound test yielded auditory thresholds for both groups of subjects which were judged as valid and reliable as those obtained from pure-tone testing. Further testing is recommended before the test's potential as a clinical tool is determined. (KW)

ED 043 173 EC 030 099

A Step-By-Step Guide to Personal Management for Blind Persons.

American Foundation for the Blind, New York, N.Y.

Pub Date 70

Note—239p.

Available from—American Foundation for the Blind, Inc., 15 West 16th Street, New York, New York 10011

Document Not Available from EDRS.

Descriptors—*Adjustment (to Environment), *Exceptional Child Education, Guidelines, Homemaking Skills, Hygiene, Interpersonal Competence, Personal Adjustment, Teaching Methods, *Visually Handicapped, *Visually Handicapped Mobility, *Visually Handicapped Orientation

Specific procedures to instruct the blind in daily activities essential to personal management are described in areas of hygiene, grooming, clothing, and cosmetics. Detailed techniques are also provided for various aspects of homemaking such as cleaning, ironing, sewing, cooking, and child care. Additional guidelines include instruction in etiquette, gestures, table manners, telephone dialing, and other social abilities. Information on necessary equipment and suggested orientations accompanies the techniques for each topic. An extensive list of references available in braille is provided for each area, and additional sources of information and participants in the seminars on personal management services are also noted. (RD)

ED 043 174 EC 030 100

Ayers, George E., Ed.

Innovations in Vocational Rehabilitation and Mental Retardation.

American Association on Mental Deficiency, Washington, D.C.

Pub Date Dec 69

Note—39p.; Proceedings of the Vocational Rehabilitation Subdivision Meetings held at the American Association on Mental Deficiency Conference (San Francisco, California, May 12-17, 1969)

EDRS Price MF-$0.25 HC-$2.05

Descriptors—Attendant Training, *Conference Reports, Cooperative Programs, *Exceptional Child Education, Food Service, *Innovation, Manpower Development, *Mentally Handicapped, Potential Dropouts, *Vocational Rehabilitation, Vocational Training Centers

Conference proceedings of the Vocational Rehabilitation Subdivision Meetings held at the American Association on Mental Deficiency contain discussions of innovative aspects of vocational rehabilitation and mental retardation. In the area of training rehabilitation counselors, George Baroff describes the Mental Retardation Training Institute in North Carolina and Jack Van Vliet examines the use of the rehabilitation counselor intern with potential high school dropouts. An overview of cooperative educational programs and approaches for vocational training of the retarded is provided by Harold Shay. Eduardo Hinojosa examines food service training in an institutional setting, and Jacob and Irma Jaffe suggest traditional and innovative methods of manpower development. An experimental approach called Project Workout which trains the mildly retarded to be institutional attendants is described by Kathleen Orr and Harvey Snyder. (RD)

ED 043 175 EC 030 101

Braun, Samuel J. Lasher, Miriam G.

Preparing Teachers to Work With Disturbed Preschoolers.

Tufts Univ., Medford, Mass.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 70

Note—213p.

Available from—Department of Child Study, Tufts University, Medford, Massachusetts 02155

Document Not Available from EDRS.

Descriptors—*Emotionally Disturbed, *Institutes (Training Programs), *Preschool Children, Preservice Education, Program Descriptions, Seminars, *Teacher Education, Teacher Role, Teaching Methods, Teaching Styles, Workshops

Identifiers—Tufts University (Massachusetts)

The program for training teachers of disturbed preschoolers conducted at the Department of Child Study at Tufts University is described in terms of origin and need, administrative concerns, and the philosophy regarding the role of a teacher with the emotionally disturbed. Additional aspects of the program which are discussed include the training model, seminar content, sensitivity training, curriculum workshops, procedures of tutoring, techniques of supervision, and summer consultation activities. Research studies on teaching styles and trainees' reactions to the program are also noted. Extensive bibliographies are provided in the appendix. (RD)

ED 043 176 EC 030 102

Rosenberg, Charlot

Assistive Devices for the Handicapped.

American Rehabilitation Foundation, Minneapolis, Minn.

Spons Agency—National Medical Audiovisual Center of the National Library of Medicine, Atlanta, Ga.

Pub Date 68

Note—186p.

Available from—American Rehabilitation Foundation, 1800 Chicago Avenue, Minneapolis, Minnesota 55404 ($3.50)

Document Not Available from EDRS.

Descriptors—Amputees, Construction (Process), Crippled Children, *Exceptional Child Education, *Handicapped Children, *Instructional Materials, *Material Development, *Mobility Aids, Physically Handicapped, Prostheses, Self Care Skills

Identifiers—Assistive Devices, Habilitative Aids

The manual of aids for the handicapped presents over 100 inexpensive devices designed to assist in daily living, learning and communication, work, and leisure time activities. Each of the aids is illustrated by a photograph, described as to the possibilities of usage, and provided with complete building methods and material information. The detailed directions of construction for each device are accompanied by instructive diagrams. A related annotated bibliography and index are also included. (RD)

ED 043 177 EC 030 103

Overs, Robert P. And Others

Paid Domestic Work for the Trainable Retarded Girl: A Pilot Project. Report No. 8.

Curative Workshop of Milwaukee, Wis. Research Dept.

Pub Date Feb 70

Note—110p.

Available from—Curative Workshop of Milwaukee, 750 North 18th Street, Milwaukee, Wisconsin 53233 ($2.00)

EDRS Price MF-$0.50 HC-$5.60

Descriptors—*Domestics, *Exceptional Child Research, Females, Homemaking Skills, Job Skills, Job Training, Maids, *Pilot Projects, Project Training Methods, *Trainable Mentally Handicapped, *Vocational Education, Work Experience Programs

A pilot project of the Curative Workshop of Milwaukee which provided domestic work train-

ing for four trainable mentally retarded girls is described. School psychologists' reports of the four adolescent trainees are included, and recommendations for future programing are noted. Evaluation data reflect the girls' performance, amount of supervision, job satisfaction, relationship to employer and supervisor, motivation, and interpersonal competence. Almost half of the report consists of a selected annotated bibliography and a list of references relating to the education, training and placement of the mentally retarded. The appendixes present household job task descriptions, safety skills check lists, related inventories of visual and auditory skills, and the project evaluation form. (RD)

ED 043 178 EC 030 104

Gregory, Hugo H.

An Assessment of the Results of Stuttering Therapy.

Northwestern Univ., Evanston, Ill.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Research and Demonstration Grants.

Pub Date Sep 69

Note—132p.

EDRS Price MF-$0.75 HC-$6.70

Descriptors—*Adults, Anxiety, *Exceptional Child Research, Progressive Relaxation, Psychological Patterns, Speech Evaluation, *Speech Handicapped, *Speech Therapy, *Stuttering

To investigate the effects of stuttering therapy involving the avoidance reduction - anxiety reduction approach, a study was conducted with 16 adult stutters who received group and individual therapy for two evenings a week for nine months. Evaluations were made nine months prior to therapy, at the beginning and end of therapy, and nine months after the close of the treatment. Results indicated that the more severe stutterers showed improvement during therapy but regressed slightly during the followup period, while those subjects with a less severe handicap maintained their improvement during the followup period. Since the progress of the subjects was not statistically significant, it was concluded that modifications of the therapy program were necessary for more effective and lasting results. The various testing devices revealed certain changes in areas of personality and attitudes, but showed no change in speech associated anxiety. (RD)

ED 043 179 EC 030 161

Ora, John P.

Regional Intervention Project for Preschoolers and Parents. Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn.

Pub Date Jul 70

Grant—OEG-0-9-520320-4535(619)

Note—19p.

EDRS Price MF-$0.25 HC-$1.05

Descriptors—*Emotionally Disturbed, *Exceptional Child Research, Intervention, Parent Education, *Parent Participation, Preschool Children, *Preschool Programs, Program Descriptions, Program Planning, Regional Programs

Identifiers—Tennessee

During the planning year, services were provided to 40 children and their families who could not be handled elsewhere. Children were considered high risk due to behavior disorders. Services included a preschool class, parent participation, placement and support services with followup, and supplementary services. The program was served by consultants and an advisory council in addition to the staff. Continuous planning included dissemination of information on successes, analyzing problem areas, determining priorities, extending services, and evaluating the project. The project has been observed by students and other visitors, and a number of papers on the project have been presented. Staff personnel were involved in various inservice training activities. The principal method of evaluation was the measurement of child progress in behavioral terms. Future plans include replications, widening the referral base, inservice training for interested professionals, and further demonstration activities. (MS)

ED 043 180 EC 030 162

Gronlund, Norman E.

Stating Behavioral Objectives for Classroom Instruction.

Pub Date 70

Note—58p.

Available from—Macmillan Company, 866 Third Avenue, New York, New York 10022

Document Not Available from EDRS.

Descriptors—*Course Objectives, *Educational Objectives, *Evaluation Criteria, *Expectation, Performance Criteria, Student Evaluation, Teaching Methods

The booklet, designed as a practical guide, deals with the preparation of instructional objectives for teaching and testing. Emphasized are the statement of instructional objectives as learning outcomes and the definition of the objectives in terms of specific types of behavior (knowledge or skills) expected of students at the end of the learning experience. The procedure for identifying and defining instructional objectives as learning outcomes is described and illustrated with examples. How the Taxonomy of Educational Objectives can be used in this procedure is explained. Factors involved in the selection of objectives for particular subject areas are presented, and the use of objectives in classroom teaching, construction of tests, and grading and reporting is described. Appended are helpful guide lists: a check list for evaluating objectives, verbs for defining objectives, and reference guides for defining instructional objectives. (KW)

ED 043 181 EC 030 163

Krantz, Gordon

Cooperative School-Rehabilitation Centers. Final Report.

Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Jul 70

Note—83p.

EDRS Price MF-$0.50 HC-$4.25

Descriptors—Adolescents, *Cooperative Programs, *Exceptional Child Research, Followup Studies, *Mentally Handicapped, Program Descriptions, *Rehabilitation Programs, Trainable Mentally Handicapped, Vocational Education, Vocational Training Centers, *Work Study Programs

The demonstration project involving the Cooperative School-Rehabilitation Centers (CSRC) for trainable mentally handicapped adolescents is described in areas of background, local planning, the planning grant, and beginning activities. Administrative concerns of staffing, program focus, responsibility structure, and negotiations for expansion are noted. The students' characteristics are presented, and brief descriptions of program areas including academics, arts and crafts, home economics, independent living, job training, music, physical education, and social perceptual training are provided. Followup data examines adjustments in employment and community integration. Also described are the role of the case manager, program innovations, program support activities, steps to employment, and the implications for the future of the Cooperative School-Rehabilitation Centers. (RD)

ED 043 182 EC 030 165

Robinson, James T. Tolman, Richard R.

A Formative Evaluation of Me Now, Unit I, Digestion and Circulation, Life Sciences for the Educable Mentally Handicapped Intermediate Grades (11-13 years).

Colorado Univ., Boulder.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 70

Note—106p.

EDRS Price MF-$0.50 HC-$5.40

Descriptors—Biological Sciences, Course Evaluation, Curriculum Evaluation, *Educable Mentally Handicapped, Evaluation Methods, *Exceptional Child Research, Experimental Curriculum, *Science Education, *Textbook Evaluation

Identifiers—Biological Sciences Curriculum Study

In order to evaluate Unit I (Digestion and Circulation) of the Me Now series of Life Sciences for the Educable Mentally Handicapped, 139 students in an experimental group (mean IQ 72.04; mean CA 144.9 months) and 154 control subjects (mean IQ 70.2; mean CA 148.3 months) were pre- and post-tested following instruction in the Me Now series (experimental group) or regular curriculum (controls). Results showed that age, WISC total IQ, race and cerebral dysfunction are not significant predictors of success on the posttest. The pretest, however, was a significant (P less than .01) predictor of success, as was the sex factor (P less than .05, males scoring higher). The data indicated that two-thirds of the items focused on baseline information and that prior knowledge of the concepts was the best determinant of high scores on the posttest. (RD)

ED 043 183 EC 030 166

Williams, Clarence M., Ed. Debes, John L., Ed.

Proceedings of the First National Conference on Visual Literacy (Rochester, New York, March 23-26, 1969).

Pub Date 70

Note—295p.

Available from—Pitman Publishing Corporation, 6 East 43rd Street, New York, New York 10017

Document Not Available from EDRS.

Descriptors—Communication Skills, *Conference Reports, Perceptual Development, Sensory Experience, *Sensory Integration, Verbal Ability, Visual Arts, *Visual Learning, *Visual Perception, *Visual Stimuli

The proceedings of the first national conference on visual literacy held in Rochester, New York (March 23-6, 1969) contain papers describing the concept of visual literacy (defined as vision competencies of integrating and interpreting sensory experiences fundamental to learning and communication). Related research is explored in areas such as automatic control of visual displays by the viewer's attention, effects of visual stimuli on verbal behavior, visual discrimination in beginning reading, electronics and photography, and a computer-syntactic approach to sentences and pictures. Also presented are the topics of visual literacy relating to television and to implications in the schools including papers focusing on elementary and secondary schools, college level programs, and teacher education. A final section discusses aspects of community programs in the area of visual literacy. (RD)

ED 043 184 EC 030 229

Lucker, William Glasgow

The Effects of Environmental Stimulation on the Perceptual Thresholds of High-Active and Low-Active Mentally Retarded Persons. IMRID Behavioral Science Monograph No. 15.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Aug 70

Note—126p.; Doctoral dissertation submitted by the author to the George Peabody College for Teachers Graduate School, Nashville, Tennessee

EDRS Price MF-$0.50 HC-$6.40

Descriptors—*Aural Stimuli, *Behavioral Science Research, *Environmental Influences, Environmental Research, *Mentally Handicapped, Motor Development, Perception, *Perceptual Motor Coordination, Sensory Integration

Identifiers—Activity Level, Noise Effects

In order to assess the effects of environmental stimulation on the perceptual thresholds of high active and low active mentally retarded persons, 36 male and female residents from a state institution (mean IQ 56 and 60 for high and low groups, respectively) were observed under three conditions of environmental stimulation: no noise, white noise, and cafeteria noise. Each subject's activity level was recorded for exactly five minutes, on each occasion, by means of an ultrasonic motion detector, and was compiled by an electromagnetic counter. Results showed that the high- and low-active mentally retarded persons did not differ in perceptual threshold measures under the restricted auditory conditions. There were no significant differences between all of the possible comparisons of level of activity with the other dimensions of the study or with any of the associated interactions. An extensive list of references and a detailed review of the literature accompany the study. (RD)

ED 043 185 EC 030 238

Dunn, Lloyd M. And Others

Effectiveness of the Peabody Language Development Kits with Educable Mentally Retarded Children: A Report After Two and One-Half

Years. IMRID Papers and Reports, Volume V, No. 15.
George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date 68
Note—37p.
EDRS Price MF-$0.25 HC-$1.95
Descriptors—Academic Achievement, Culturally Disadvantaged, *Educable Mentally Handicapped, *Exceptional Child Research, *Instructional Materials, Intellectual Development, *Language Development, Language Instruction, *Material Development
Identifiers—Peabody Language Development Kits
To determine the effectiveness of the Peabody Language Development Kits over an extended period (2.5 years) with educable mentally retarded (EMR) children, daily oral language stimulation lessons using Levels One and Two of the kit were given to 27 classes for the EMR in schools with culturally disadvantaged populations. Results showed the effectiveness of Peabody Language Development Kit (PLDK) lessons to be significant in areas of language and cognitive growth, but negligible in school achievement. The greater effect indicated by Level One of PLDK was discounted due to unequal treatment; no differentiation in performance was seen among the sexes, with an exception in the area of mathematics. Parallel characteristics in research findings among non-retarded disadvantaged were noted. (RD)

ED 043 186 EC 030 244
Tymchuk, Alexander J.
A Description and Preliminary Results of a Token Economy with Mildly and Moderately Retarded Adolescent Boys. IMRID Papers and Reports, Volume VII, No. 2.
George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date 70
Note—63p.
EDRS Price MF-$0.50 HC-$3.25
Descriptors—Adolescents, *Behavior Change, *Educable Mentally Handicapped, *Exceptional Child Research, Operant Conditioning, *Positive Reinforcement, Rewards, *Trainable Mentally Handicapped
Identifiers—Token Economy
Twenty mildly and moderately retarded boys (age 12 to 18 years) participated in a behavior modification program in which adaptive behavior was rewarded through tokens or privileges, while maladaptive behavior was controlled through the use of fines and removal from the situation. The preliminary results (based on four months of operation) showed the token economy methods to be effective with this population, although a rapid loss of acquired good behavior during holidays raised questions regarding the durability of such results. A description of the methods, subjects' characteristics, and behavior patterns is included with the preliminary report. (RD)

ED 043 187 EC 030 372
Ludwig, Edward G.
Patterns of Adjustment to Disability.
Ohio State Univ., Columbus. Coll. of Medicine.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date 70
Note—176p.
EDRS Price MF-$0.75 HC-$8.90
Descriptors—*Adjustment (to Environment), *Followup Studies, Human Services, *Older Adults, *Physically Handicapped, Retirement, Social Welfare, Welfare Agencies, *Welfare Recipients
Identifiers—Social Security
Designed to assess the validity of the determinations among applications for Social Security disability benefits, a comprehensive evaluation of each applicant was made including medical, psychological, social, and vocational data on each subject and his family. A followup study was conducted for 705 applicants from Ohio two to six years after the initial application was made for disability benefits. Results of the followup showed that 66.7 percent were receiving retirement benefits, 11.1 percent were substantially gainfully employed, and 53 percent had personal incomes of less than $150 per month. The agency participation and applicant characteristics (health status, economic and employment status, family situation, and general activities and situation) are fully described. (RD)

ED 043 188 EC 030 373
Propp, George, Ed.
Communicative Television for the Deaf Student. Proceedings of Symposium on Research and Utilization of Educational Media for Teaching the Deaf (6th, Lincoln, Nebraska, March 16-18, 1970).
Nebraska Univ., Lincoln. Teachers Coll.
Spons Agency—Media Services and Captioned Films Branch, DES.
Pub Date 70
Note—282p.
EDRS Price MF-$1.25 HC-$14.20
Descriptors—*Aurally Handicapped, Closed Circuit Television, *Conference Reports, *Educational Television, *Exceptional Child Education, Instructional Materials Centers, *Instructional Media, Symposia, Televised Instruction, Television Research, Television Surveys, Video Tape Recordings
The proceedings of the sixth annual symposium on research and utilization of educational media for teaching the deaf held at the Nebraska Center for Continuing Education (March 16-18, 1970) consist of papers related to communicative television for the deaf student. Topics covered include mediated interaction with individual television studio-laboratory, activities of the Southwest and Midwest Regional Media Centers for the Deaf, a survey of reactions of hearing individuals to captioned television for the deaf, and programed movies as a supplemental medium for language development. Also presented are distribution ideas for videotape programs, principles and potential of instructional television (ITV), systems relating to the concept of time lock in television, electronic video recordings, television's neglected assets, the increase of slant track recordings, the closed circuit system versus the portable videotape system, and a 1970 survey of instructional television in programs for the deaf. Videotape demonstrations are discussed in the areas of teacher preparation and self-evaluation, behavioral analysis, high school science and mathematics, educational diagnosis, and a captioned form of Sesame Street. A discussion summary, program agenda, participant roster, and a list of related readings are provided. (RD)

EM

ED 043 189 EM 007 722
Dick, Walter Latta, Raymond
Comparative Effects of Ability and Presentation Mode in Computer-Assisted Instruction and Programmed Instruction.
Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Spons Agency—Office of Naval Research, Washington, D.C.
Report No—TM-5
Pub Date Jul 69
Note—18p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-694 021, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Ability, *Comparative Analysis, *Computer Assisted Instruction, Mathematics Instruction, *Programed Instruction, Programed Texts, Teaching Methods
A comparison was made of a programed instruction (PI) text, which had been developed following a systems model, with a comparable computer-assisted instruction (CAI) version of the same material. The text was designed to teach the mathematical concept of significant figures to eighth graders. The PI text consisted of 52 linear frames. The CAI program, which was presented on a cathode-ray tube terminal (CRT), had the same basic frames plus remediations for incorrect responses as well as remedial loops. An analysis of immediate posttest scores, retention scores, number of errors in the learning program, and learning time indicated that: (1) high ability students performed better than low ability students; (2) students using PI performed significantly better than those using CAI; and (3) in all cases there was a trait-by-treatment interaction. The observed differences were attributed to the very poor performance of the low ability students who used the CRT terminal. It is suggested that low ability students may require hard copy memory aids to supplement CAI learning experiences. (Author/JY)

ED 043 190 EM 007 723
Hammel, D. G.
Flexible Teaching Methods for CAI Systems.
Texas Univ., Austin. Electronics Research Center.
Spons Agency—Air Force Office of Scientific Research, Arlington, Va.
Pub Date 69
Note—10p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-694 685, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Cost Effectiveness, Display Systems, *Programed Instruction, Programing, Programing Languages
Although much progress has been made in the ten years that computer-assisted instruction (CAI) has been researched, two major problems still exist. One is the high cost of CAI; the other is its lack of flexibility. The former problem will abate with improved technology and the creation of educational CAI utility systems. One possible solution to the latter problem is a flexible CAI approach which is applicable to the teaching of tractable lessons. This approach affords the student the opportunity to solve involved problems using the CAI system as his personal scratchpad computing aide and tutor; in this mode the system continuously evaluates the student's conceptual and computational accuracies, making helpful comments as required. Also, the student may apportion his time on the system so that he is able to interrogate in depth those topics which he finds more difficult to assimilate. (Author/JY)

ED 043 191 EM 007 725
Wong, Paul
An Extended Analysis of Communications Materials.
California Univ., Berkeley. Survey Research Center.
Spons Agency—Air Force Office of Scientific Research, Arlington, Va.
Pub Date 10 Sep 69
Note—12p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-694 589, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Chinese Culture, *Communism, Content Analysis, Correlation, Electronic Data Processing, Mass Media, *Political Science, Programing, *Sociometric Techniques, Telecommunication
Identifiers—*China
Quantitative techniques of content analysis were used on documentary and mass communication material from Communist China as a means of identifying and accounting for social, political, and economic change in that society. Articles from "The People's Daily" and the "China Youth Post," radio dispatches, wall posters, terms, and slogans were coded manually, according to a systematically constructed scheme. Analysis was done by a high-speed computer. The technique uncovered a new approach to the study of Communist China through the rise and fall of its social movements. An analysis of changes in leadership and organization in the area of China studied was also made possible by this method of inquiry. These results suggest that the method used in the study may be a useful one in the study of social structures, mass communications, and the relationship between the press and society. A bibliography is appended. (Author/JY)

ED 043 192 EM 007 728
Dovgyallo, A. M.
Self-Adjusting Teaching Machines.
Academy of Science, Moscow (USSR).
Spons Agency—Air Force Foreign Technology Div., Wright-Patterson AFB, Ohio.
Pub Date 17 Nov 67
Note—17p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-674 152, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Automation, Performance Criteria, Predictive Measurement, Probability, Statistical Analysis, *Teaching Machines

A study was made on the synthesis of teaching machine elements to ensure the stabilization of the chi indicator of the teaching process of each student. At first, a procedure was developed for calculating the chi indicator for the case when the teaching machine predicts the magnitude of this indicator based on probabilities derived from an equation described in an earlier report. Three possible variations were studied: (1) the chi indicator is calculated by a predicting teaching machine by the results obtained in one part of the curriculum covered by a group of students (who have already completed the program) with a history of training identical to that of a given student; (2) the chi indicator is calculated, taking into account the averaged effect of the method of explanation, but not the separate sections of the text material; and (3) the chi indicator is calculated by using a standard stochastic automatic device for which the number of methods for presenting the material is assumed. The problem of synthesis of such an automatic device was formulated. A bibliography is appended. (Author/JY)

ED 043 193 EM 007 729

Mathieu, R. D. Rogers, D. F.
A Preliminary Report on the Usage of Time-Sharing Remote Computer Terminals in Engineering Education.
Naval Academy, Annapolis, Md.
Pub Date Dec 67
Note—221p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-674 517, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, *Computer Programs, *Engineering Education, Input Output Devices, Teaching Methods, *Time Sharing

A program to develop the use of time-sharing remote computer terminals in academic and laboratory courses was instituted in the engineering department at the United States Naval Academy. The first step in the program was the orientation and familiarization of faculty members with time-sharing concepts and the BASIC computer language. Computer programs were then developed which can be categorized under the general headings of: quiz, data reduction, tutorial, classroom demonstration, design calculations, solutions to case problems, and student/faculty research projects. This constituted the preliminary phase of the program and allowed the feasibility of the program to be evaluated. In an appendix 40 sample programs and typical runs are listed along with a brief explanation of each program. (Author/JY)

ED 043 194 EM 007 821

Tallmadge, G. Kasten And Others
Study of Training Equipment and Individual Differences. The Effects of Subject Matter Variables. Final Technical Report.
American Institutes for Research, Palo Alto, Calif.
Spons Agency—Naval Training Center, Great Lakes, Ill. Dental Research Facility.
Pub Date May 68
Note—70p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-671 842, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Correlation, Cost Effectiveness, Educational Experiments, Individual Characteristics, *Learning Characteristics, Performance Factors, Programed Instruction, *Teaching Methods

Two separate subject matter areas were selected for investigation which were felt to represent two distinct types of learning situations. One was a kind of logico-mathematical procedure; the other was a visual form discrimination task. Two separate courses were developed for each subject matter area. One reflected an inductive instructional approach and the other a deductive method. Each of the four courses was administered to between 55 and 60 Navy enlisted men. Twenty-eight measures of aptitudes, interests, and personality variables were obtained on each subject. Based on correlation coefficients computed between individual difference measures and examination scores, an unweighted means analysis of variance model was employed to assess the effects of instructional methods, subject matter areas, and interest levels. The results of this study strongly support the existence of learning styles and suggest that multitrack instruction based on learning styles might be a cost-effective way of enhancing learning. Those individual difference measures which interacted with instructional methods and subject matters were all non-cognitive in nature. It would be expected, therefore, that learning styles too might be independent of specific aptitude ability traits. A list of references is appended. (Author/JY)

ED 043 195 EM 007 858

Coulson, John E.
Computer-Based Instruction.
System Development Corp., Santa Monica, Calif.
Report No—SP-2859
Pub Date 12 Feb 68
Note—19p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-672 788, MF $.65, HD $3.00)
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Cost Effectiveness, Display Systems, Feedback, Instructional Design, Man Machine Systems, *Programed Instruction, Programing, Sequential Approach, Students, *Teaching Machines

The latest computer-based instruction (CBI) systems are technically feasible and can teach a variety of subject areas to students ranging in grade level from kindergarten to college. However, CBI is still largely in the research and development state. There are few, if any CBI systems in regular operational use. As a consequence, there is little empirical evidence that CBI is a practical approach for long-term application in a large number of schools, or that CBI can teach more effectively than "conventional" methods. Limited experience indicates that the effectiveness of CBI is largely dependent on the care taken in: (1) preparing and revising the content material itself; (2) designing the teaching strategy by which the computer program selects sequences of material to meet individual student needs; and (3) human engineering of both the equipment and the program to facilitate communication between the human and the machine. (Author)

ED 043 196 EM 007 860

Kuhns, J. L.
Logical Aspects of Question-Answering by Computer.
Rand Corp., Santa Monica, Calif.
Pub Date Dec 69
Note—33p.; Paper presented at International Symposium on Computer and Information Sciences (3rd, Miami Beach, Florida, December 18-20, 1969)
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-698 185, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Computational Linguistics, Discourse Analysis, *Information Retrieval, Information Storage, *Mathematical Logic, Programing
Identifiers—RAND Relational Data File

The problem of computerized question-answering is discussed in this paper from the point of view of certain technical, although elementary, notions of logic. Although the work reported herein has general application to the design of information systems, it is specifically motivated by the RAND Relational Data File. This system, for which a prototype has been implemented, deals with the retrieval and processing of information from a large file of relational sentences. The report does not discuss specific details of the system but rather an abstract version of it. The purpose is to demonstrate how notions in logic can be used to influence the design of components of an information system. A secondary purpose is to show how logic can be applied to the analysis of natural language. (Author)

ED 043 197 EM 007 861

Meltzer, J.
Computer Animation: A Literature Survey.
New York Univ., N.Y.
Spons Agency—Office of Naval Research, Washington, D.C. Mathematical Sciences Div.
Report No—TR-403-8
Pub Date Oct 69
Note—27p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-696 989, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Analog Computers, *Computer Graphics, Digital Computers, *Film Production, Films, Graphic Arts, Input Output Devices, *Programing Languages

A literature survey of works dealing expressly with computer animation of motion pictures is presented in this report. Twenty-four papers are cited, ranging in date from 1964 to 1969. The papers are divided into three categories: general discussions, animation languages, and specific applications. The author provides a short description of each paper. An author index is appended. (Author/JY)

ED 043 198 EM 007 884

Berg, A. I. And Others
Articles on Practical Cybernetics. Computer-Developed Computers; Heuristics and Modern Sciences; Linguistics and Practice; Cybernetics and Moral-Ethical Considerations; and Men and Machines at the Chessboard.
Joint Publications Research Service, Washington, D.C.
Pub Date 6 Nov 69
Note—52p.; Translation from the Russian-language book "Kibernetika Ozhidayemaya i Kibernetika Neozhidayemaya" (Expected Cybernetics and Unexpected Cybernetics), Moscow, 1968, pp. 183-233
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (JPRS-49210, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Computers, *Cybernetics, Ethical Values, Game Theory, Linguistics, Machine Translation

Five articles which were selected from a Russian language book on cybernetics and then translated are presented here. They deal with the topics of: computer-developed computers, heuristics and modern sciences, linguistics and practice, cybernetics and moral-ethical considerations, and computer chess programs. (Author/JY)

ED 043 199 EM 007 886

Valverde, Horace H.
A Systems Approach to Electronics Maintenance Training.
Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.
Pub Date 69
Note—16p.; Speech given before the IEEE and ERS International Symposium on Man-Machine Systems, Cambridge University (England), September 8-12, 1969
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-698 752, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Job Training, Maintenance, Personnel Management, *Systems Approach, Training Techniques, Vocational Aptitude

An Air Force systems-oriented electronics maintenance course for weapon control was developed and evaluated. A behavioral description based upon a task analysis of actual job requirements was first prepared. Based on objectives derived from these behavioral descriptions an experimental 14-week training course was developed. A group of subjects with electronics aptitude percentile scores ranging from 60 to 95 was trained by the experimental course. A control group of men with higher electronic aptitude scores was trained by a conventional course which included an introductory section on electronic principles. Data on all subjects was obtained including aptitude scores, reading ability scores, course grades, end-of-course performance testing, field followup performance testing, and supervisory appraisals on the basis of this data. The performance of experimental and control groups was compared. A list of references is appended. (Author/JY)

ED 043 200 EM 007 890

Cooper, Franklin S.
Speech Research. Interim Scientific Report.
Haskins Labs., New York, N.Y.

Spons Agency—Office of Naval Research, Washington, D.C. Information Systems Research.
Pub Date Nov 69
Note—182p.; Status Report, 1 Jan - 30 Jun, 1969
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-698 522, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Artificial Speech, *Auditory Perception, Blind, Computers, Infant Behavior, Primatology, Programing, Sensory Aids, *Speech
Identifiers—Glaces Holmes Synthesizer
The status and progress of several studies dealing with the nature of speech, instrumentation for its investigation, and instrumentation for practical applications is reported on. The period of January 1 through June 30, 1969 is covered. Extended reports and manuscripts cover the following topics: programing for the Glace-Holmes synthesizer, computer-controlled preparation of dichotic test tapes, newborn infant cries and nonhuman-primate vocalizations, perception of liquid sounds, crico-thyroid muscular activity in intonation, reading aids for the blind, selective listening for dichotically presented stop consonants and vowels, and a unified phonetic theory. Several of the reports are supplemented by a bibliography. An appendix lists the manuscripts prepared for publication and the reports and oral papers which were delivered during the report period. (JY)

ED 043 201 EM 007 894
Roberts, Roger
HELP: A Question Answering System.
California Univ., Berkeley.
Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.
Report No—P-13
Pub Date 11 Apr 69
Note—27p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-698 316, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Computer Programs, Computer Storage Devices, *Information Retrieval, *Programing, Syntax, Time Sharing
Identifiers—HELP Information Retrieval System, QAS, Question Answering System
HELP--a question-answering system--enables a user, sitting at the console of a time-shared computer, to obtain information on questions typed in. This information might concern the operating system itself, the format of commands to the user interface executive program, the use of a selected subsystem, or an area totally separate from the computer. The content of the data base in HELP is completely arbitrary, and determined by the creator of each individual system. Questions are presented to HELP in standard English. A second system, called Question Answering System (QAS), was developed to enable a user to generate a HELP program conveniently. The structure of both programs is discussed in this paper. Charts and sample print-outs supplement the discussion. (Author/JY)

ED 043 202 EM 007 907
Snelsire, Robert W.
Concept Formulation as a Basis for Pattern Recognition.
Clemson Univ., S.C. Dept. of Electrical Engineering.
Spons Agency—Office of Naval Research, Washington, D.C. Information Systems Research.
Pub Date Nov 69
Note—15p.; Paper presented at Annual Convention of the Institute of Electronics Engineers, Region III (8th, Huntsville, Alabama, November 19-21, 1969
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield , Va. 22151 (AD-697 973, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Classification, Game Theory, Learning, Mathematical Models, *Pattern Recognition, Programing
The problem of designing computer programs that will approach human capabilities in pattern recognition is discussed. Human beings are much better at recognizing patterns that are highly structured than at recognizing patterns that are not. In contrast, a computer system's performance in pattern recognition is almost independent of the amount of structure in the pattern. It is possible that in human beings those visual concepts are developed that are useful in solving the structured pattern recognition problem. To gain insight into the way these visual concepts may be programed a simple game-playing environment is proposed in which the winning patterns may be changed. A program could then be written that would perform as nearly as possible to the way humans do--better for structured patterns than for unstructured. A computer program that was written to implement this game is briefly discussed. Some areas for research which may prove fruitful in solving some of the many difficult problems in pattern recognition are suggested. (Author/JY)

ED 043 203 EM 007 908
Renck, Richard
Continuing Education for R and D Careers. An Exploratory Study of Employer-Sponsored and Self-Teaching Models of Continuing Education in Large Industrial and Federal Government Owned R & D Laboratories.
Social Research, Inc., Chicago, Ill.
Spons Agency—National Science Foundation, Washington, D.C. Div. of Social Sciences.
Pub Date Jun 69
Note—224p.
Available from—MF ONLY, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-188 000, MF $.65; HC ONLY, Superintendent of Documents, GPO, Washington, D.C. 20402 (Order No. NS.1,2: ED 8/6, $1.75)
Document Not Available from EDRS.
Descriptors—Engineering Education, Laboratories, *Professional Continuing Education, Professional Personnel, Research and Development Centers, *Scientific Personnel, Universities
The purpose of this study was to collect and interpret facts relating to the need for, and use of, continuing education by research and development (R and D) scientists and engineers in large industrial and government R and D laboratories. The top management, personnel executives, training executives, scientists, and engineers employed at various R and D laboratories were interviewed. Questionnaires were administered to 394 employees. The information gained from these sources was tabulated and analyzed for patterns and trends. These patterns and trends were used to form the basis of a series of suggestions for action by management, professional societies, and universities in the field of continuing education for scientists and engineers. A bibliography, a list of participating institutions, and several data tables are appended. (Author/JY)

ED 043 204 EM 007 957
Josselson, Harry H. And Others
Research in Computer-Aided Translation, Russian to English. Eleventh Annual Progress Report.
Wayne State Univ., Detroit, Mich. Dept. of Slavic Languages.
Spons Agency—Office of Naval Research, Washington, D.C. Information Systems Research.
Pub Date 31 Aug 69
Note—126p.; Annual Progress Report, 1 September 1968 - 31 August 1969
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-699 522, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Automation, Computer Programs, English, *Japanese, Linguistics, *Machine Translation, Programing, *Russian
At Wayne State University research activity in the Department of Slavic Languages during the reporting period was concentrated on linguistic analysis, documentation, and on revising existing programs to run on new hardware. A survey was made of activities in the field of machine translation during the 1960's. Two studies were conducted by members of the staff: one on the classification and translation of certain Russian syntagmas and the other on the classification and translation of Russian sentence constituents. Research was also conducted on the automatic translation of telegrams from Japanese into English. A list of references is appended to the latter report. (JY)

ED 043 205 EM 007 958
Bretz, Rudy
The Self-Directed System: A Simplified Production Method for Instructional Television.
Rand Corp., Santa Monica, Calif.
Pub Date Dec 69
Note—23p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-699 580, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Closed Circuit Television, Costs, *Instructional Television, *Production Techniques, Teaching Methods, Television Teachers
Identifiers—*Genesys, University of Florida
An instructional television system is described that uses no studio crew and no control room. This system, called self-directed television production, requires that switching and camera-handling be done by the performer himself while he is performing. The University of Florida Project Genesys, a closed-circuit television system which utilizes the self-directed production system for graduate engineering courses, is described as an operating example. (JY)

ED 043 206 EM 007 959
Card, Roger
Associative Memory Acceptors.
System Development Corp., Santa Monica, Calif.
Spons Agency—Air Force Cambridge Research Labs., L.G. Hanscom Field, Mass.
Pub Date 8 Sep 69
Note—85p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-699 592, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Computational Linguistics, Computer Storage Devices, Cybernetics, *Programing Languages, Set Theory
The properties of an associative memory are examined in this paper from the viewpoint of automata theory. A device called an associative memory acceptor is studied under real-time operation. The family "L" of languages accepted by real-time associative memory acceptors is shown to properly contain the family of languages accepted by one-tape, real-time Turing acceptors. In addition, "L" is shown to contain a family of languages, each of which is accepted by no N-tape real-time Turing acceptor. A necessary condition is proved for a language to be in "L". Next, "L" is shown to contain an infinite hierarchy of real-time languages. Each member of this hierarchy consists of the family of languages accepted by some real-time associative memory acceptor with a limited number of memory symbols. Following a proof of certain closure properties of "L," the above-mentioned necessary condition is used to obtain counter-examples which yield nonclosure results for certain families of the hierarchy. A bibliography is appended. (Author/JY)

ED 043 207 EM 007 961
Brighi, Nelson F.
Design of a Generalized Interface with the Dartmouth Timesharing Computer.
Dartmouth Coll., Hanover, N.H. Thayer School of Engineering.
Spons Agency—Air Force Office of Scientific Research, Arlington, Va.
Pub Date Jun 69
Note—56p.; Thesis submitted to Thayer School of Engineering, Dartmouth College
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-700 145, MF $.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Computer Oriented Programs, *Computer Programs, Digital Computers, Input Output Devices, Teaching Methods, *Time Sharing
Identifiers—Buss System, General Electric 635 Timesharing Computer
A general interface was planned to aid students in a course on computer design. Basically, the system is an electronic/logical device which provides 24 input-output channels for the attachment of logical components to a time-sharing computer. The device is useful in the design and development of computer-oriented modules. The costs of such an interface are estimated. A user's manual and a service manual are appended to the report. (Author/JY)

ED 043 208 EM 007 962

Darringer, John A.

The Description, Simulation, and Automatic Implementation of Digital Computer Processors.

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Computer Science.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Pub Date May 69

Note—332p.; Thesis submitted to Carnegie-Mellon University, Pittsburgh, Pennsylvania

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-700 144, MF $.65, HC $3.00)

Document Not Available from EDRS.

Descriptors—Computational Linguistics, Computer Programs, *Digital Computers, Mathematical Logic, *Programing Languages, *Simulation

Identifiers—Algorithmic Processor Description Language, APDL

A programing language, called APDL (Algorithmic Processor Description Language), is developed for describing the behavior of digital computer processors irrespective of their eventual implementation. ALGOL 60 is used as a base language and several features are added including: (1) register data types and operators to allow the convenient and accurate description of the register computations which occur in all processors, (2) "time blocks" to permit the specification of the delays involved in operations, and (3) "if ever statements" to allow the description of parallel operations. Programs are presented for compiling a description into a subset of ALGOL for simulation and for translating it into a hardware specification for actual implementation. The hardware specification consists of a list of hardware elements, a table of interconnections among the elements, and a state table description of a controller that will sequence the flow of data through the hardware network. A small existing computer is described at several levels in the language, the processor is simulated and implemented at each level, and finally the performance of the programs is evaluated. A list of references, the precedence grammar for APDL, and sample listings are appended to the report. (Author/JY)

ED 043 209 EM 007 963

Applications for Micrographics in Large Scale Information Systems of the Future. Volume II: Part III. A Review of Micrographics State-of-the-Art.

Information Dynamics Corp., Reading, Mass.

Spons Agency—Defense Documentation Center, Alexandria, Va.

Pub Date Aug 66

Note—349p.; See also Volume I, CFSTI document AD-700 013

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-700 014, MF $.65, HC $3.00)

Document Not Available from EDRS.

Descriptors—*Information Retrieval, Information Storage, *Information Systems, Microfiche, Microfilm, *Microforms, Photography

Identifiers—DDC, *Defense Documentation Center

A five-year development program plan was drawn up for the Defense Documentation Center (DDC). This report presents in summary form the results of various surveys and reviews performed in selected areas of micrographics to support the efforts of the program's planners. Exhibits of supporting documentation are presented, together with a discussion of areas where significant technical developments may occur during the period of interest covered by the program. The status of selected areas of micrographic technology, equipment development, and micrographic utilization is analyzed with reference to the microfiche system requirements of the DDC. The research and development activities of several of the major microfilm equipment and material suppliers are reviewed. An analysis of user reaction to, and acceptance of, the microfiche as an information communication medium is also presented. (JY)

ED 043 210 EM 007 964

Applications for Micrographics in Large Scale Information Systems of the Future. Volume I: Part I. Summary. Part II. Five-Year Plan for DDC Micrographic Development Actions.

Information Dynamics Corp., Reading, Mass.

Spons Agency—Defense Documentation Center, Alexandria, Va.

Pub Date Aug 66

Note—279p.; See also Volume II, CFSTI document AD-700 014

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-700 013, MF $.65, HC $3.00)

Document Not Available from EDRS.

Descriptors—*Documentation, Information Dissemination, Information Sources, *Information Systems, *Microforms, Operations Research, Scientific Research

Identifiers—DDC, *Defense Documentation Center

A study intended to provide the Defense Documentation Center (DDC) with a five-year plan for the development of improved and new microfiche products, services, and production capabilities is summarized in this report. In addition, the major findings, conclusions, and recommendations developed during the study are noted. The results of the research and analysis of the objectives and goals of DDC operations are reviewed. Specific service concepts, beyond those present, which appear responsive to the needs of the Department of Defense's Scientific and Technical Information (STINFO) service are identified. A technique is developed and used to display the individual data and information items and process steps involved in providing these STINFO services. The applicability of using micrographic media is examined and alternative plans are synthesized for developing DDC capabilities that can exploit present and new service concepts through use of micrographics. The alternative plans presented are described in terms of specific DDC development actions that are required to achieve the desired capabilities. Finally, the impact of these alternative plans is analyzed and presented. A bibliography is appended. (Author/JY)

ED 043 211 EM 008 195

Fields, Paul E.

Teaching Tests Revolutionize Effectiveness of Classroom Films.

Pub Date Apr 70

Note—14p.; Paper presented at Annual Meeting of the Association for Educational Communications and Technology, formerly DAVI (Detroit, Michigan, April 27 - May 1, 1970)

EDRS Price MF-$0.25 HC-$0.80

Descriptors—College Instruction, Culture Free Tests, *Instructional Films, Multiple Choice Tests, Programed Materials, *Student Testing, Testing, *Tests, Textbook Publications

Identifiers—*Serial Multiple Discrimination Teaching Exam, Teaching Tests, TT

For instructional films to be effective teaching device, testing based on their subject material must be devised and used. Serial Multiple Discrimination Teaching Examinations (Teaching Tests or TT's) have been so used in an introductory psychology course attended by 5,000 students in the last five years. Since these tests have a low chance factor (the probability of getting a single question correct by guessing can be as low as 1/6,250), students do not guess. They study instead, and many of them have made perfect scores (40 consecutive errorless questions). Studies have shown that students taught by these examinations earn a higher proportion of correct answers and have a wider range of scores than those taught by other objective exams; they also scored above the mean on new exams over comparable material which were prepared by professors at other universities; and item analyses have consistently shown larger discrimination indices and higher internal consistency coefficients for TT's than for True False or Multiple Choice questions. (MF)

ED 043 212 EM 008 212

Bullough, Robert Vern, Sr.

Variation of Information Presentation as a Method of Accommodating Individual Differences.

Pub Date Apr 70

Note—10p.; Paper presented at Annual Meeting of the Association for Educational Communications and Technology, formerly DAVI (Detroit, Michigan, April 27 - May 1, 1970)

EDRS Price MF-$0.25 HC-$0.60

Descriptors—*Individual Differences, Intelligence Differences, *Pictorial Stimuli, *Recall (Psychological), Teaching Methods, Visualization

A study was conducted to determine the relative effectiveness of several different visual, visual-verbal, and verbal treatments on the recall of factual information. The primary measure of individual differences of subjects involved in the study was that of intelligence quotient (I.Q.). The study attempted to determine whether or not treatments might be differentially designed in order that individual differences of this nature might be adequately accommodated. The subjects, 319 senior high school students, were divided into six treatment groups which were matched as nearly as possible on the variables of sex and age; each of these three groups was further subdivided into three I.Q. groups in order to analyze performance relative to intelligence. Information was presented in formats ranging from visual only through various visual-verbal treatments to one that was verbal only. Subjects were then tested for recall. Analysis of test results suggests that no single treatment was more effective for a given I.Q. group than was any other treatment and that high fidelity, full color visual-verbal presentation of information is the most effective of all the methods of presentation tested. A short list of references is appended. (JY)

ED 043 213 EM 008 236

Kibbee, Joel M. Vickman, Leon

Top-Man-X: A Management Simulation for Instruction in Total Programming and the Base Engineer Automated Management System (BEAMS). Final Report.

Technical Communications, Inc., Los Angeles, Calif.

Spons Agency—Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.

Pub Date Sep 69

Note—58p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-704 892, MF $.65, HC $3.00)

Document Not Available from EDRS.

Descriptors—Maintenance, Management Education, *Management Games, *Military Air Facilities, Personnel Management, Programing, *Simulation, Teaching Methods, Training Techniques

Identifiers—Top Man X, Total Programming

Top-Man-X, a management game, is used to assist in the instruction of United States Air Force (USAF) personnel in Total Programing. Total Programing is a USAF developed set of concepts and procedures for the optimum allocation of resources to the operation and maintenance of real property facilities on an air force base. Top-Man-X is a manual "suitcase" management game. The report includes a short introduction to Total Programing, a discussion of Top-Man-X and the various steps in its development, and concludes with some remarks on the automation of both Top-Man-X and Total Programing. A list of references is appended. (Author)

ED 043 214 EM 008 240

Staats, Arthur W. Carlson, Carl G.

Classical Conditioning of Emotional Responses (Meaning, Attitudes, Values, Interests) and Effects on Social Behavior: A Bibliography.

Hawaii Univ., Honolulu. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No—TR-5

Pub Date Apr 70

Note—21p.; Language, Personality, Social, and Cross-Cultural Study and Measurement of the Human A-R-D (Motivational) System series

EDRS Price MF-$0.25 HC-$1.15

Descriptors—Affective Behavior, Attitudes, Behavior Rating Scales, Behavior Theories, *Bibliographies, Conditioned Response, Emotional Adjustment, Emotional Response, Interpersonal Relationship, *Learning Theories, Reinforcers, Semantics, Social Adjustment, *Social Attitudes, *Social Behavior, *Verbal Operant Conditioning

Identifiers—A R D Theory, Attitudinal Reinforcing Discriminative Stimuli, *Staats (Arthur W)

This is a bibliography of 81 papers and books published in the years 1957-1970 relevant to the subject of verbally-elicited responses that are in accordance with principles of classical conditioning. Of these publications, 24 are by Staats--one of the bibliographers--and his associates. (MF)

ED 043 215 EM 008 241

Staats, Arthur W. And Others

Long-Term Retention of Conditioned Attitudes.

Hawaii Univ., Honolulu. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No—TR-6
Pub Date Apr 70
Note—31p.; Language, Personality, Social, and Cross-Cultural Study and Measurement of Human A-R-D (Motivational) System series
EDRS Price MF-$0.25 HC-$1.65
Descriptors—*Attitudes, *Conditioned Response, Conditioning, Emotional Response, Interpersonal Relationship, Learning Theories, Paired Associate Learning, Rating Scales, Semantics, *Verbal Operant Conditioning
Identifiers—A R D Theory, *Attitudinal Reinforcing Discriminative Stimuli

The extent to which semantic differential ratings of trigrams remain consistent over a four-week retention period following pairing with positive or negative attitudinal words was determined. The trigrams initially served as stimulus items in a paired associate list consisting of both positive and negative evaluative response terms; and rating and recall periods were presented to five independent groups at the end of zero, one, two, three, and four-week retention intervals. The mean ratings for syllables paired with positive words and the syllables paired with negative words tended to converge across the four-week retention period. However, when the ratings were adjusted for the number of associates recalled, either statistically or experimentally, no evidence of systematic change in the ratings across time was obtained. These results were interpreted as supporting a classical conditioning interpretation of attitude formation as opposed to a word association interpretation. (Author)

ED 043 216 EM 008 242
Staats, Arthur W. And Others
Interest Inventory Items as Reinforcing Stimuli: A Test of the A-R-D Theory.
Hawaii Univ., Honolulu. Dept. of Psychology.
Spons Agency—Office of Naval Research, Washington, D.C.
Pub Date May 70
Note—33p.; Language, Personality, Social, and Cross-Cultural Study and Measurement of the Human A-R-D (Motivational) System series
EDRS Price MF-$0.25 HC-$1.75
Descriptors—Attitudes, Attitude Tests, Conditioned Response, Conditioned Stimulus, Discrimination Learning, *Discriminatory Attitudes (Social), Emotional Response, Evaluative Thinking, Interests, Interpersonal Relationship, Learning, *Learning Theories, Rating Scales, *Reinforcers, Semantics, *Verbal Operant Conditioning, Visual Discrimination, *Visual Stimuli, Word Recognition
Identifiers—A R D Theory, *Attitudinal Reinforcing Discriminative Stimuli, Strong Vocational Interest Blank for Women, SVIB

An experiement was conducted to test the hypothesis that interest inventory items would function as reinforcing stimuli in a visual discrimination task. When previously rated liked and disliked items from the Strong Vocational Interest Blank were differentially presented following one of two responses, subjects learned to respond to the stimulus that was followed by liked items. When indifferent items were presented following responses to one stimulus, the delivery of either liked or disliked items after responses to the other stimulus produced no systematic changes in discrimination performance. The results support the A-R-D interpretation that attitudinal stimuli (interest items) which elicit emotional responses will also serve as reinforcing stimuli when made contingent upon instrumental responses. A-R-D is a label chosn to designate the attitudinal, reinforcing, and discriminative functions of stimuli. (Author/MF)

ED 043 217 EM 008 244
Skorokhodko, E. F.
Semantic Analysis in Machine Translation.
Air Force Foreign Technology Div., Wright-Patterson AFB, Ohio.
Spons Agency—Air Force Foreign Technology Div., Wright-Patterson AFB, Ohio.
Pub Date Jan 70
Note—18p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-704 201, MF $.65, HC $3.00)
Journal Cit—Edited trans. of Automation of Information Works and Problems of Mathematical Linguistics; n1 p29-44 1966 (Russia)
Document Not Available from EDRS.
Descriptors—Computational Linguistics, *Machine Translation, *Semantics, Syntax, Translation

In many cases machine-translation does not produce satisfactory results within the framework of purely formal (morphological and syntaxic) analysis, particularly, in the case of syntaxic and lexical homonomy. An algorithm for syntaxic-semantic analysis is proposed, and its principles of operation are described. The syntaxico-semantic structure is established in the course of this analysis. A special syntaxic analysis is absent, the rules of syntax playing a subordinate part and being used to remove the homonomy. The language of the RX codes is proposed as the intermediary language. Many of the machine-translation rules required can be obtained on a computer. Partial automation of the development of rules can be achieved with the aid of existing algorithms. (Author)

ED 043 218 EM 008 252
Dwyer, Francis M., Jr.
Exploratory Studies in the Effectiveness of Visual Illustrations.
Pennsylvania State Univ., University Park. Div. of Instructional Services.
Pub Date Dec 69
Note—26p.
EDRS Price MF-$0.25 HC-$1.40
Descriptors—Color Presentation, *Cues, *Illustrations, Learning Theories, Oral Communication, Photographs, Programed Instruction, Slides, Televised Instruction, Television Viewing, Time Factors (Learning), Visual Discrimination, *Visual Learning

Whether additional cues in visualized materials add to their instructional value is a question answered differently by various educational theorists. In the eight studies reviewed, experiments were designed to answer this question and other questions related to it. In three media studies using the same four treatments (oral presentation without visuals, with line drawings, with shaded drawings, and with color photographs), line drawings were most effective in the slide study oral presentation in the videotape study, and relaistic photographs in the programed instruction study. In another study, nine slide treatments having various types of visual illustrations were administered to 1054 high school students. Results indicated that at certain grade levels, color is an important instructional variable. Three later studies using a videotape of the nine slide presentations on 22-inch monitors, on a 5 by 3-foot front projection image, and on a 6 by 4-foot rear screen image found that students viewing the smaller images did better than those viewing images on the large screens. To summarize: where time is unlimited, simple line drawings are preferable; where time is determined by the students, as in programed instruction, more detailed presentations have greater learning value. (MF)

ED 043 219 EM 008 310
Prescott, Suzanne Griffith, Belver C.
A Descriptive Study of Information Needs and Practices of Clinical Psychologists.
American Psychological Association, Washington, D.C.
Pub Date May 70
Note—83p.
Available from—National Information System for Psychology, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036
Document Not Available from EDRS.
Descriptors—Information Dissemination, *Information Needs, Information Seeking, *Information Sources, *Psychologists
Identifiers—1966 APA Directory, American Psychological Association, APA

A survey of information gathering and information generating activities of 800 clinical psychologists and 378 persons in related fields was made. Two information needs of clinicians were noted: specific information related to their functioning and an information system suited to them. Of those queried, 59% reported that their meetings had contributed important background material. Journal articles (53%) and books or book chapters (43%) were the publications read most frequently. Of criticisms made, 11% were of journals; 10% of the suggestions made referred to journals. Requests were made for more audiovisual aids. Of information contacts made with persons during a day 22% of the contacts were with a clinical psychologist and 10% with a psychiatrist. Most of the information exchanges concerned a patient. A majority of respondents (69%) indicated that they had changed therapy during the year because of information received (28% because of journal articles, 15% because of information received at a convention, and 6% because of contact with another professional person). The most read journal was "The Journal of Consulting Psychology." Contrary to the stereotype that clinical psychologists do not write, 65% of 368 clinicians indicated that they had published. (MF)

ED 043 220 EM 008 356
Raser, John R.
Simulation and Society: An Exploration of Scientific Gaming.
Pub Date 69
Note—180p.; Methodology in the Behavioral Sciences Series
Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($2.95)
Document Not Available from EDRS.
Descriptors—Behavioral Science Research, *Games, *Simulation, *Social Sciences, Social Systems, Validity

In this volume the author provides a definition of the technique of simulation in order to examine the relevance of this technique for research in the social sciences. He looks into the philosophical and epistemological bases of simulation, examines its intellectual roots, and illustrates its use in a variety of disciplines--economics, political science, sociology, education, psychology, anthropology, and law. He shows how the technique may be used as an aid to theory building; and how it has been applied to training, teaching, and experimental research. He discusses a means of assessing the validity of simulations and demonstrates the interrelated qualities of usefulness and validity. A bibliography and a subject index are provided. (JY)

ED 043 221 EM 008 360
Bond, Nicholas A., Jr. Rigney, Joseph W.
Specification of Training Objectives for Computer-Aided Instruction.
University of Southern California, Los Angeles. Dept. of Psychology.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Report No—TR-65
Pub Date Jun 70
Note—39p.
EDRS Price MF-$0.25 HC-$2.05
Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Learning Theories, Simulation, *Task Analysis, Training Objectives, *Training Techniques

The specification of training objectives and the organization and implementation of courses around such objectives are becoming significant parts of instructional technology. In this report, there is a brief review of some of the background for this development in earlier, related activities of job and task analysis. Requirements for the specification of training objectives are discussed. The implications of data-processing technology for improved control over the specification and implementation of training objectives are illustrated in an example of how computer< programs can generate criterion task specifications from relatively simple data bases, and compare student performance with these criterion tasks at a response-by-response level. Thus, where training is concerned with teaching task performance, both specification and implementation of traing objectives can be considerably improved. (Author)

ED 043 222 EM 008 361
Bond, Nicholas A., Jr. Rigney, Joseph W.
Measurement of Training Outcomes.
University of Southern California, Los Angeles. Dept. of Psychology.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Report No—TR-66
Pub Date Jun 70
Note—49p.
EDRS Price MF-$0.25 HC-$2.55
Descriptors—Achievement, *Education, Evaluation, *Measurement, *Research Methodology, Social Change, Training, Training Objectives, Training Techniques

Measurement of training outcomes is a requirement for evaluating new training techniques, but

is one that is different to meet. Managers of education and training may have different concepts of what they want, as favorable outcomes, than do the investigators doing the research. Classical statistical and experimental designs assume laboratory rigor of control over variables that is seldom possible in the real world of a school or classroom. Yet in the broader perspective of educational institutions, the effectiveness of the institutions is a current issue of fundamental concern in our society. In this report, possibilities for measuring outcomes of training are surveyed, considering training as a form of planned social change. Various approaches are discussed. Illustrations from the computer-assisted instruction (CAI) literature of recent attempts to measure training outcomes are given. The principal conclusions presented are that the classical four-way design is impracticable for most evaluation studies in training environments; that a policy of "adaptive research for big effects" is apt to be scientifically and administratively desirable; and that current attempts at measurement of training outcomes sill use fairly simple methods. (Author)

ED 043 223 EM 008 362

Bruce, Darryl Papay, James P.

The Primacy Effect of Single-Trial Free Recall.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Report No—TM-19

Pub Date 30 Jul 70

Note—53p.

EDRS Price MF-$0.25 HC-$2.75

Descriptors—Cues, Extinction (Psychology), Inhibition, *Memory, *Primacy Effect, *Recall (Psychological), Serial Learning

In three experiments using a single-trial, free-recall procedure, subjects were sometimes presented a forget cue during a list, meaning that they were not responsible for recalling any of the words which preceded it, only those which followed it. Since the primacy effect over the functional beginning of such lists was not diminished, the proactive inhibition (PI) hypothesis was rejected. The primacy effect may be due to initial list members being relatively free of PI, spending longer time in a limited-capacity rehearsal buffer or being associated with stronger retrieval cues. Tests of memory showed consistently depressed retention of items immediately preceding a forget cue. This result was considered to be more in harmony with a rehearsal-buffer notion than a stronger-retrieval-cues position. (Author)

ED 043 224 EM 008 363

Scanland, Francis Worth

An Investigation of the Relative Effectiveness of Two Methods of Instruction, Including Computer-Assisted Instruction, as Techniques for Changing the Parental Attitudes of Negro Adults.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Report No—TR-13

Pub Date 15 Jul 70

Note—90p.

EDRS Price MF-$0.50 HC-$4.60

Descriptors—Adult Education, *Computer Assisted Instruction, Discussion (Teaching Technique), Lecture, *Negro Achievement, Negro Attitudes, *Negro Education, Negro Mothers, Negro Students, *Parent Attitudes

Attitudes of Negro parents toward the value of education for their children were changed significantly and postively by computer-assisted instruction (CAI). A remote terminal located in a rural school was used by the subjects, all Negro parents of school children. Concurrently, the same material was given to a similar group by lecture/discussion method, and there was a third group which received no instruction. All subjects were administered pre- and post-tests designed to measure attitudes following the instruction phase. Unlike the results from computer-assisted instruction, there was no significant attitude change resulting from the lecture/discussion instruction. The conclusion was drawn that CAI is a technique with high potential for application to adult education. Appendices include a sample of the CAI lesson, pre- and post-test items, the achievement test, and mention of participating agencies. (Author/MF)

ED 043 225 EM 008 371

Meyer, John K.

The Relative Efficiency of Pretesting and Two Types of Programed Instruction for Solving Maneuvering Board Problems.

Naval Personnel Research Activity, San Diego, Calif.

Spons Agency—Office of the Chief of Naval Personnel, Washington, D.C.

Report No—SRR-69-20

Pub Date Mar 69

Note—21p.

EDRS Price MF-$0.25 HC-$1.15

Descriptors—Advanced Placement, *Effective Teaching, Pretesting, Problem Solving, *Programed Instruction, *Programed Texts

Identifiers—CIC, *Combat Information Center, Maneuvering Board Problems

Study time for a large frame and a small frame type of program explanation in maneuvering solutions was compared using two equated, pretested groups of enlisted men in a basic Combat Information Center (CIC) techniques course and two equated groups assigned to basic electricity and electronics training. It was found that, by using pretesting, as many as 60 percent of the CIC techniques students could save study time by entering the learning program at an advanced level, and that as much of 42 percent of study time (e.g., over two and one-half hours in the first six of the explanation chatpers alone) could be saved by using a few large rather than many small frames. (Author)

ED 043 226 EM 008 383

Clark, David L. Guba, Egon G.

An Examination of Potential Change Roles in Education.

National Education Association, Washington, D.C. Center for the Study of Instruction.

Pub Date Oct 65

Note—34p.

EDRS Price MF-$0.25 HC-$1.80

Descriptors—*Change Agents, Educational Change, Educational Development, Educational Improvement, *Educational Innovation, *Educational Planning, Educational Practice, Educational Research, Educational Researchers, Educational Responsibility, Educational Trends, Grants, Public School Systems, Publishing Industry, Statewide Planning

Identifiers—Center on Innovation in Education, Elementary and Secondary Education Act of 1965, National Science Foundation, New York State Education Department

Change roles in educational innovation have either not been taken at all or have been inappropriately or inadequately taken. By dividing the innovation process into four parts--research, development, diffusion, and adoption--phases within each division can be identified, criteria set up, and evaluations made. Also, with attention to this four-part division of the innovational process, change roles for each phase may be assigned to agencies and individuals, including the federal government, schools of education, universities, state governments, public school systems, foundations, and researchers in diverse disciplines. Particular emphasis needs to be placed on the suggestions that schools of education establish graduate programs to train educational engineers, quality control experts, and educational field agents; that local school systems redirect their efforts in research and curriculum to focus on development; and that state education agencies and the Office of Education view the Elementary and Secondary Education Act of 1965 as a vehicle for establishing a strategy of educational change. (MF)

ED 043 227 EM 008 427

Hansen, Duncan N. And Others

Human-Computer Interactions Involved in Analysis of CAI Data. CAI-Systems Memo Number 6.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date Jun 70

Note—24p.

Available from—Clearinghoue for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-707 714, MF $.65, HC $3.00)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Computers, Data Processing, Interaction, Job Analysis, *Man Machine Systems, Performance Factors, *Programed Instruction

The world of computer-assisted instruction (CAI) involves a set o complex multi-role human/computer interactions. One important aspect of this interaction concerns the analysis of response data for scientific or instructional purposes. This paper describes the human/computer operational interactions that the personnel at the Florida State University CAI center have found necessary to analyze CAI data efficiently. The role of critical personnel and processes that allow for implementation of a data analysis request are specified in deail. The paper also attempts to characterize the way in which a data analysis request moves from an initial verbal input request to system personnel, through machine processing, and finally to some form of output to the user. (Author)

ED 043 228 EM 008 428

Sheldon, John W.

Computer-Assisted Instruction in Engineering Dynamics. CAI-Systems Memo Number 18.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date May 70

Note—21p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 221 51 (AD-707 702, MF $.65, HC $3.00)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Graphics, *Engineering Education, Mathematics Instruction, *Programed Instruction, Visualization

A 90-minute computer-assisted instruction (CAI) unit course supplemented by a 1-hour lecture on the dynamic nature of three-dimensional rotations and Euler angles was given to 29 undergraduate engineering students. The area of Euler angles was selected because it is essential to problem-working in three-dimensional rotations of a rigid body, yet it has been a stumbling block to students in dynamics. Euler agnles are difficult to visualize and have mathematical properties which are unfamiliar to most undergraduates. Graphic presentations and the branching capabilities of CAI were used to combat these learning difficulties. The CAI program contained three problems in ascending order of difficulty, designed to link the physical geometry of the problem situation with the vector equation derived in class lecture. Although the final problem was typical of previous homework problems, students indicated that they did not consider the question difficult. In addition, students indicated that they considered the CAI program an interesting and effective teaching aid. (Author/JY)

ED 043 229 EM 008 431

16mm Films Available for Purchase and Rental in the United States. 1970-71.

National Film Board of Canada, New York, N.Y.

Pub Date 70

Note—72p.

Available from—National Film Board of Canada, 680 Fifth Avenue, New York, N. Y. 10019

Document Not Available from EDRS.

Descriptors—American Indians, *Catalogs, Eskimos, *Films, Filmstrips, Fine Arts, Foreign Language Films, Geography, Health, History, *Instructional Films, Language Arts, Physical Education, Recreation, Science Education, *Sound Films

Identifiers—*McLaren (Norman)

Sixteen-millimeter educational films are listed in this catalog with description, running time, and whether black and white or color. They are listed under 24 subject headings grouped into six categories: The Arts; People, Places, and History; Health; Science; Social Science; and Sports and Recreation. Cross references are provided throughout. Purchase and rental information are given in the index. Brief information is also fiven on availability of filmstrips and 8mm film loops. (MF)

ED 043 230 EM 008 436

Briggs, Leslie J.

Handbook of Procedures for the Design of Instruction.

American Institutes for Research, Pittsburgh, Pa.

Pub Date 70
Note—206p.
Available from—American Institutes for Research, 135 North Bellefield Avenue, Pittsburgh, Pennsylvania 15213 ($5.50)
Document Not Available from EDRS.
Descriptors—Answer Keys, Behavioral Objectives, Flow Charts, Goal Orientation, Grading, *Independent Study, Individualized Instruction, *Instructional Design, *Instructional Media, *Manuals, Models, Pass Fail Grading, Scripts, Selection, Student Characteristics, *Systems Approach, Test Construction, Test Reliability, Tests, Textbooks
Identifiers—Robert M Gagne, *The Conditions of Learning
Instruction can be systematically designed using the procedures, or model, set forth in this handbook. Steps are given for writing, selecting, and organizing behavioral objectives and for identifying their levels. Test construction, testing, and grading are explained. Flowcharts illustrate how to determine required competencies and actual entering competencies of students taking a course. Diagrams show how to select and prescribe media with consideration for learner, task, and media characteristics. A few suggestions are made to those who may wish to produce their own materials. Suggestions are also given on how to improve ongoing courses. Exercises, references, self-tests, and assignments interlace the text. Answer keys are given in the appendix. (MF)

ED 043 231 48 EM 008 437
Berthold, Jeanne Saylor And Others
Educational Technology and the Teaching-Learning Process. A Selected Bibliography.
Case Western Reserve Univ., Cleveland, Ohio.
Spons Agency—National Inst. of Health (DHEW), Bethesda, Md. Bureau of Health Professions Education and Manpower Training.; Public Health Service (DHEW), Arlington, Va.
Pub Date 69
Note—59p.; Revised
Available from—HC only, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (1970-0-38-511)
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—*Bibliographies, Computer Assisted Instruction, Educational Technology, Films, Inquiry Training, *Learning Processes, *Learning Theories, Multimedia Instruction, Productive Thinking, Programed Instruction, Speech Compression, Student Evaluation, Teaching Methods, Television, Theoretical Criticism
Intended to be helpful to nursing education staff, this bibliography is an introduction to the literature on the teaching-learning process and on the various new approaches in the field of teaching technology. The selection was confined mainly to recent publications, with a cutoff date of July 1, 1969. Citations are listed alphabetically by author under these subject headings: theoretical formulations, discussions, and critiques; productive thinking, inquiry training, and critiques; evaluation of students; and educational technology. (MF)

ED 043 232 EM 008 477
Research and Development in the Educational Materials Industries.
Institute for Educational Development, New York, N.Y.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
Pub Date 69
Note—85p.; This document previously announced as ED 032 777.
EDRS Price MF-$0.50 HC-$4.35
Descriptors—*Development, Educational Resources, Institutional Research, *Instructional Improvement, Instructional Materials, Instructional Technology, *Material Development, Media Research, *Production Techniques, Publishing Industry, *Research, Textbook Research, Textbooks
Under the sponsorship of the Carnegie Corporation and the Ford Foundation, a study was instituted to examine research and development in the educational materials industry. Using the open-ended interview method, data was collected from executives of major book publishers and their subsidiaries, and producers of materials other than books. Interviews were designed to uncover information concerning the respondent's perceptions of what constitutes research and development for the industry, the actual practices and procedures which constitute the research and development process for his company, and his perception of the company's role in the educational process. A provocative work paper was also sent to some carefully selected publishers for their comments and corrections. Sixteen annotated replies were obtained. This data was analyzed to reveal the dimensions of the research and development process in theory and practice. No accurate definition of research and development was arrived at that could be applied universally to the educational materials industry. Two dimensions felt to be useful when examining research and development were the locus of control and the degree of technological complexity. A bibliography is appended along with a list of participating companies. (JY)

ED 043 233 EM 008 478
Connochie, T. D.
TV for Education and Industry.
Pub Date 69
Note—195p.
Available from—Mitchell Press Limited, Vancouver, British Columbia, Canada ($7.50)
Document Not Available from EDRS.
Descriptors—Airborne Television, Cable Television, *Closed Circuit Television, Color Television, Commercial Television, Education, *Educational Television, *Electronic Equipment, Fixed Service Television, *Glossaries, Higher Education, Industrial Education, *Instructional Television, Libraries, Networks, Schools, Scripts, Televised Instruction, Television, Television Commercials, Television Research, Video Tape Recordings, Writing
Identifiers—Britain, Canada, Midwest Program for Airborne, MPATI, National Education Television, National Great Plains Instructional TV Library, National Television System Committee, NET, NGPITL, NTSC, Oral Roberts University, United States
Intended as a communication to communicators on television equipment and techniques, this manual also gives an overview of educational television and instructional television practices in the United States, Britain, and Canada. Attention is given to broadcast television--its station organization, control room procedures, and commercial program production. Closed circuit television is dealt with, both domestic and foreign, as it is used in schools and in industry. Availability of videotapes through libraries is noted, and their transmission by way of airplanes, mobile units, and as part of commercial computerized learning systems. Experiments in television instruction and plans for future instructional television systems are discussed. How to write a successful script is the subject of one chapter. Television equipment is described and pictured. Terms are defined throughout, and a glossary is appended. (MF)

ED 043 234 EM 008 479
Dale, Edgar
Audiovisual Methods in Teaching. Third Edition.
Pub Date 69
Note—719p.
Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N. Y. 10017 ($11.95)
Document Not Available from EDRS.
Descriptors—*Audiovisual Aids, Audiovisual Communication, Audiovisual Instruction, Charts, Color, Concept Formation, Continuous Learning, Curriculum, Demonstrations (Educational), Drama, Educational Experience, Educational Radio, Educational Television, *Enrichment Experience, Evaluation Techniques, Exhibits, Experience, Films, Instructional Television, Instructional Trips, Photographs, Programed Instruction, Textbooks, Verbal Learning
Identifiers—*The Cone of Experience
Experiences and communication in education can be seen as a cone with a progression in concept development from direct, purposeful experiences through contrived experiences; dramatized experiences; demonstrations; study trips; exhibits; educational television; motion pictures; recordings, radio, and still pictures; and visual symbols to the final abstraction of verbal symbols. Richly illustrated, this book details how this progression can be applied to the school milieu with a chapter given to each section of the cone. Practical suggestions and admonitions are given to the teacher on planning, preparing, conducting, and evaluating each educational sequence. Examples and reading lists, problems and projects are related to each chapter. Chapters on color use, systems and technology, programed instruction, textbooks, and instructional materials coordination bring the book to its conclusion. A subject index is appended. (MF)

ED 043 235 EM 008 480
Dwyer, T. A.
Teacher-Student Authored CAI Using the NEWBASIC/CATALYST System.
Pittsburgh Univ., Pa.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date [70]
Note—21p.
EDRS Price MF-$0.25 HC-$1.15
Descriptors—*Computer Assisted Instruction, Interaction, Programing, *Programing Languages, *Secondary Education, Student Developed Materials, Teacher Developed Materials
Identifiers—BASIC, *NEWBASIC CATALYST
Using an interactive computer system called NEWBASIC/CATALYST, both students and teachers can act as authors of programs. NEWBASIC/CATALYST incorporates an implementation of BASIC, system-level interactive features, and a general capability for extension through use-oriented function attachment. Interacting at the system level, students can mix the advantages of independent or "solo" mode computing with those of guided or "dual" mode interaction. Illustrations of this are given. Preliminary experience with the system was in an urban secondary school setting. (Author/MF)

ED 043 236 40 EM 008 481
Yens, David P. And Others
The Development and Evaluation of a Computer-Based Pure Tone Audiometer Trainer. Final Report.
Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—R-23
Bureau No—BR-7-0733
Pub Date Sep 69
Grant—OEG-2-7-070733-4586
Note—167p.
EDRS Price MF-$0.75 HC-$8.45
Descriptors—Audiologists, *Audiology, Audiometric Tests, Audiometrists, *Computer Assisted Instruction, Medical Education, Medical Technologists, Simulation, *Simulators
Identifiers—ATU, *Audiometer Trainer Unit
Since it is impractical to have students test patients for hearing loss, training in basic pure tone audiometry is usually inadequate. To remedy this, a simulated audiometer was developed that interfaced with an IBM 1500 instructional system for computer-assisted instruction, and a course of instruction was written in Coursewriter II. The instructional portion of the program was tested with 27 subjects of varying backgrounds in audiology. Sixteen subjects produced acceptable audiograms on the criterion task; of those who did not, all but [illegible] showed improvement during the criterion task. No systematic relationships were found between time for the course, number of errors, and final performance. Students performed equally well, whether they had had experience with audiometry or not. Extension of the course to include more sophisticated audiometric test procedures, addition of an audio capacity, and improvements to the Audiometer Trainer Unit are recommended. It is suggested that the concept can be applied to other health-related devices and training. Appendices include theory and maintenance instructions, an instructional manual, course frames, computer listings, a course outline, an oral postprogram questionnaire, and sample of Unit 3 audiograms. (MF)

ED 043 237 EM 008 482
Haney, John B. Ullmer, Eldon J.
Educational Media and the Teacher.
Pub Date 70
Note—130p.; Issues and Innovations in Education Series
Available from—William C. Brown Company, Publishers, 135 South Locust, Dubuque, Iowa 52001 ($2.25)
Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Audiovisual Instruction, Educational Equipment, *Educational Theories, Filmstrip Projectors, Multimedia Instruction, Opaque Projectors, Overhead Projectors, Phonograph Records, Programed Instruction, Projection Equipment, *Systems Approach, Tape Recorders, *Teacher Developed Materials

A conceptual frame can help teachers to expect and prepare for change in educational media. One change is the extent to which they and their students are affected by a media-saturated environment. To adapt media to educational tasks, teachers need to understand the theories underlying their production and their capabilities and characteristics. Teachers should decide upon their objectives before applying media to education, should develop instructional strategies to bring about wished-for outcomes, and should give attention to evaluating outcomes. Media that are used in schools include still projection media, audio materials, motion pictures, television, graphics, displays, and exhibits. These media instruments should be treated as elements in a validated multi-media learning system. One example of an attempt to attain a validated system is the programed instruction movement: the hardware of teaching machines and computers are used, but time and money are still spent on the software. Teachers need to be supported in their use of media by media specialists, media centers, and by audiovisual equipment services. A teacher who has skill in producing audiovisual materials has acquired a valuable asset. Appendices give lists of guides, periodicals, and media materials on media. (MF)

ED 043 238 EM 008 486

Hansen, Duncan N.

The Role of Computers in Education During the 70's.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—TM-15

Pub Date 15 May 70

Note—20p.

EDRS Price MF-$0.25 HC-$1.10

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, Computer Science Education, *Education, Educational Administration, Information Retrieval, Management Systems, Professional Training, Simulation

The concept of an information management system is presented in order that the major educational functions can be conceptionally and operationally integrated within one computer center during the seventies. These major informational functions include: (1) information retrieval of administrative data; (2) scientific computing; and (3) computer-supported instruction via computer-managed instruction, computer-assisted instruction, and learning simulation. The primary need for more sophisticated training of professional staff and for support of personnel within educational institutions is discussed in great detail. The paper concludes with an economic analysis of some of the computer alternatives opened for support of instruction. (Author)

ED 043 239 EM 008 488

Feurzeig, Wallace And Others

SIMON: A Simple Instructional Monitor. Technical Report.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 1 Aug 70

Note—32p.

EDRS Price MF-$0.25 HC-$1.70

Descriptors—*Computer Assisted Instruction, *Computer Programs, *Feedback, *Programing, Programing Languages

Identifiers—SIMON, Simple Instructional Monitor

An instructional monitor is a program which tries to detect, diagnose, and possibly help overcome a student's learning difficulties in the course of solving a problem or performing a task. In one approach to building an instructional monitor, the student uses a special task- or problem-oriented language expressly designed around some particular class of problems. Correspondingly, the diagnostic programs in this "special purpose" type of monitor system often utilize information that is specific to the kind of problem being studied. In the SIMON system a different kind of experimental approach has been taken. The student addresses SIMON in an easy and very general programing language rather than a special task language. Using SIMON, students construct programs for systems or processes which can represent vastly different situations whether from mathematics, biology, physics, engineering, or elsewhere. The student tests his program against a "true" program provided to SIMON by an instructor. At the student's request, SIMON tests his program against its "true" model to determine if it works. If not, SIMON points out where and why it does not. (Author/MF)

ED 043 240 EM 008 506

Tickton, Sidney G., Ed.

To Improve Learning: An Evaluation of Instructional Technology. Volume I. Part One; A Report by the Commission on Instructional Technology. Part Two; Instructional Technology: Selected Working Papers on "The State of the Art."

Pub Date 30 Oct 70

Note—441p.

Available from—R. R. Bowker Company, 1180 Avenue of the Americas, New York, New York 10036 ($13.95)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Computers, Costs, Dial Access Information Systems, Economically Disadvantaged, *Education, Educational Television, Films, Games, Handicapped Children, History, Information Science, *Instructional Technology, Instructional Television, Man Machine Systems, *Media Research, Media Technology, Programed Instruction, Radio, *Reports, Simulation, Video Tape Recordings

Identifiers—*Commission on Instructional Technology

Brief communications on learning and instructional technology from various persons in the fields of education, communications, and government are brought together in the report by the Commission on Instructional Technology. Following these contributions, the Committee makes six recommendations. Two of these are that two new institutions be established: the National Institutes of Education (NIE) and the National Institute of Instructional Technology (NIIT). The function of the NIIT would be to encourage the use of instructional technology and to help bring about an improvement in its quality. Appendices have contributions from educators, media representatives, and others gathered under headings concerned with technology's lack of impact on education, its cost and costing, and its use with the poor and the handicapped. Appendix F contains a history of the Commission on Instructional Technology. Part Two of this volume is composed of 22 selected working papers dealing with the state of the art in instructional television, computer-assisted instruction, simulation and games, films, programed instruction, radio, dial access information retrieval systems, adaptive machine aids, videotapes, and the interface of education and information science. A subject index is appended. (MF)

ED 043 241 24 EM 008 507

Mc Colley, Jean Hemmens, Tom

The Use of the Dictating Machine to Individualize the Teaching of Composition Skills. Final Report.

Kansas State Coll. of Pittsburg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-F-006

Pub Date 15 May 70

Grant—OEG-6-70-0007(509)

Note—58p.

EDRS Price MF-$0.50 HC-$3.00

Descriptors—Aural Learning, *Composition Skills (Literary), *English, Expository Writing, Individualized Instruction, Learning Laboratories, *Tape Recordings, Writing

In an English class and a writing laboratory, dictating machines were used to increase skills of composition and to work out methods for the most advantageous use of the machines. Fifteen students out of a class of 100 used the machines for regular class work; in the laboratory, out of 70 volunteers, 35 were taught by tutors, and 35 were put to work at the dictating machines with tutor assistance as needed. Tutors discovered that by using prepared tapes and the dictating machines, they could teach three times as many students as they had before. The machines were thought to be helpful to the tutors, also, in giving them various insights and was considered unexpectedly useful to non-laboratory students who used them for review. Although laboratory students using the machines did slightly less well on evaluated final composition than laboratory students not using the machines, the dictating machines were thought to be helpful in bringing recognition of the oral quality in writing and in establishing habits of independent study. (MF)

ED 043 242 EM 008 510

Allen, William H. Coombs, Don H., Ed.

Trends in Instructional Technology: The ERIC at Stanford 1970 Planning Report.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Pub Date Nov 70

Note—32p.

EDRS Price MF-$0.25 HC-$1.70

Descriptors—Advisory Committees, Audiovisual Aids, Cost Effectiveness, Educational Legislation, *Educational Research, Educational Technology, Educational Television, *Educational Trends, *Effective Teaching, Experimental Schools, Government (Administrative Body), Individualized Instruction, Instructional Materials, Instructional Media, *Instructional Technology, Mass Media, Multimedia Instruction, Professional Personnel, Professional Training, *Questionnaires, Systems Approach

Identifiers—Sesame Street

In response to a questionnaire from the ERIC Clearinghouse on Educational Media and Technology, 40 leaders in the field gave their opinion of the present and future of instructional technology, both in its broad and narrow (machine aids) sense. Their opinions were then the basis of a panel discussion by an advisory council that met in Washington, D.C. Questions bore upon the accomplishments, the trends, and the effective use of instructional technology. Some of its accomplishments were considered to be the individualization of instruction, the application of the systems approach to education, the development of trained personnel, the establishment of a public service system of broadcasting, and the demonstrated effectiveness of instructional technology. Among trends mentioned were the application of research to the development of large-scale systems, cost-effectiveness and accountability measures, and validated multi-media packages. Measures recommended to achieve effective use of instructional technology include: development of training programs, establishment of experimental and demonstration schools, winning educator acceptance, and expansion of efforts to develop instructional materials. Verbatim responses to the questions are listed with the number of persons making each response specified. (MF)

FL

ED 043 243 FL 001 357

Mendoza, Manuel

Hacia la creacion de una filosofia latinoamericana. Un ensayo nacionalista: El perfil del hombre y la cultura en Mexico (Toward the Creation of a Latin American Philosophy. An Essay on Nationalism: A Profile of the Mexicans and Their Culture).

Pub Date Jun 69

Note—16p.; Paper read at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese, San Antonio, Tex., August 30, 1968

EDRS Price MF-$0.25 HC-$0.50

Descriptors—Acculturation, Cultural Awareness, *Cultural Context, Cultural Factors, Essays, Foreign Culture, International Education, *Language Instruction, *Latin American Culture, Literary Influences, Nationalism, *Philosophy, Social Characteristics, *Spanish Literature

Identifiers—*Mexico

An analysis of a Mexican essay by Samuel Ramos attempts to resolve the issue of whether or not there is a common philosophy in Latin America today. Manuel Mendoza concludes that no such philosophy exists, because the area has not had time to develop an internal character, and as a result, the intellectual and and philosophical concepts are based wholly on European ideals. Many artists in present-day Latin America are finding the means and resources to create a national philosophy. In Mexico, the revolution of 1910 uprooted the indigenous foundation and incorporated it into the prevailing culture borrowed from Europe. Mexican artists feel the effects of an exploding national spirit. Samuel Ramos' essay on the Mexicans and Mexican culture is considered to be an important milestone toward achieving a national, indigenous philosophy because (1) it is in essay form, a genre most advantageous for expounding a philosophy; (2) it is written in Spanish, a language which lends itself more readily to literary moods than to scientific or technical treatises; and (3) it recognizes the predominance of the European culture and admits to the need for assimilating local traditions into the cultural mainstream. (DS)

ED 043 244 FL 001 523

Cespedes, Francisco S., Ed.

Simposio interamericano sobre administracion de la educacion (Inter-American Symposium on Educational Administration).

Pan American Union, Washington, D.C.

Spons Agency—Organization of American States, Washington, D.C. Dept. of Educational Affairs.

Pub Date 69

Note—101p.

Available from—Pan American Union, Washington, D.C. 20006 (370-S-7778, $.50)

EDRS Price MF-$0.50 HC-$5.15

Descriptors—*Administrative Personnel, Administrator Role, Chief Administrators, *Educational Administration, Educational Change, Educational Finance, Educational Improvement, Educational Innovation, Educational Policy, Educational Problems, Foreign Relations, *International Education, *Latin American Culture, Public Administration Education, *School Administration, University Administration

Identifiers—OAS, *Organization of American States

The presidents and foreign ministers in Latin America recognize the importance of applying technology to school administration as the first step in any educational reform. In October 1968, the Organization of American States (OAS) [Organizacion de los Estados Americanos (OEA)], sponsored a symposium in Brasilia, Brazil, in cooperation with the Brazilian government and the Brazilian National Association of Professors of School Administration. Attending the conference were Brazilian government officials, members of the sponsoring organizations, and consultants and specialists from the United States and 13 Latin American countries. The two dominant themes of the conference emphasized the values of school administration (1) as an instrument for the elaboration, execution, and evaluation of educational development plans; and (2) in the training and improvement of school personnel. In order to stimulate discussion, two papers were presented. Jack A. Culbertson, the University Council for Educational Administration, Columbus, Ohio, discussed "Administration: Fundamental Tool in the Development, Execution, and Evaluation of Educational Projects"; and J. Querino Ribeiro, of the University of Sao Paulo, Brazil, presented a paper entitled "The Education of School Administators." In this report, written in Spanish, both papers and their accompanying bibliographies are included. Also included are a list of conference participants, a descriptive analysis of the meeting, and a presentation of the recommendations agreed upon. (DS)

ED 043 245 FL 001 538

Havighurst, Robert J.

Psicologia social de la adolescencia (Social Psychology of the Adolescent).

Pan American Union, Washington, D.C.

Spons Agency—Organization of American States, Washington, D.C. Dept. of Educational Affairs.

Pub Date 69

Note—162p.; Second Edition

Available from—Pan American Union, Washington D.C. 20006 (371-S-6524, $1.00)

EDRS Price MF-$0.75 HC-$8.20

Descriptors—*Adolescence, *Adolescents, Cross Cultural Studies, Cultural Differences, Educational Psychology, Group Structure, Individual Development, *Latin American Culture, Secondary Education, Secondary Schools, Secondary School Teachers, Social Differences, *Social Psychology, Social Relations, Sociocultural Patterns, Sociology, Sociometric Techniques, Teacher Education, *Teenagers

An attempt is made (1) to define adolescence as a biological phenomenon, (2) to describe the characteristics of the adolescent in Latin America, and (3) to identify the adolescent within certain social and cultural groups of specific Latin American countries. The perspective of the four-part monograph is entirely sociological, and the report is intended for use by secondary school teachers in Latin America for teacher-training programs. Part I discusses the adolescent personality and role in society; Part II treats the physical, mental, social, and personality growth of teenagers; Part III advances the importance of the secondary school in the adolescent's life; and, Part Iv suggests various methods and resources for further study of adolescence. There are tables of data and graphic charts included in the study, which is a compilation of lectures delivered by the author at the University of Buenos Aires, Argentina, during 1961. (DS)

ED 043 246 FL 001 621

Tharp, Robert N.

Development of Audio-Visual Techniques Used at the Institute of Far Eastern Languages, Yale University.

Yale Univ., New Haven, Conn. Inst. of Far Eastern Languages.

Pub Date [60]

Note—11p.; Appeared in Annual Bulletin 19 of the Conneticut Audio-Visual Education Association, "Modern Techniques in Teaching Foreign Languages: Language Laboratories", p75-85, 1960

EDRS Price MF-$0.25 HC-$0.65

Descriptors—Audiolingual Methods, Audiovisual Aids, *Audiovisual Instruction, Chinese, Chinese Culture, *Intensive Language Courses, *Language Instruction, Language Laboratories, Languages, Non Western Civilization, *Second Language Learning, *Teaching Methods

Description begins with remarks concerning the Institute of Far Eastern Languages, established in 1946, and the early efforts made in intensive language study in the Chinese Language School. The article describes the unique audiovisual materials and techniques used in the schools. Included in the description are: (1) dictation equipment, (2) magnetic discs, (3) flash cards, and (4) magnetic projection. The necessity of audiovisual equipment, its advantages, and limitations at the institute are reported. (RL)

ED 043 247 FL 001 677

Adorno, Elvira

The Use of Folklore and Other Materials in the Motivation or Presentation of a Lesson.

American Association of Teachers of Italian.

Pub Date Jun 51

Note—4p.

Journal Cit—Italica; v28 n2 p138-141 Jun 1951

EDRS Price MF-$0.25 HC-$0.30

Descriptors—Cultural Enrichment, *Folk Culture, Form Classes (Languages), *Italian, *Language Instruction, Literature, Modern Languages, Motivation, Romance Languages, *Secondary Education, Second Language Learning, Student Motivation, Teaching Methods, *Teaching Techniques, Verbs, Vocabulary Development

Suggestions on how to improve apperception, motivation, and the presentation of materials in the teaching of Italian tenses, vocabulary, and famous names focus on the use of literary devices largely derived from folklore. For teaching tenses, the author illustrates the use of riddles, "passerotti", "filastrocche", songs, tongue-twisters, rebuses, epigrams, and mottoes. To help build vocabulary, "filastrocca", "proverbi", and "modi di dire" are prescribed. "Nomignoli", "motti", and "rime" and "riposte" are used to teach cultural materials, particularly the names of famous Italians. (RL)

ED 043 248 FL 001 769

Martinez, Maria L., Comp.

El programa de estudios: Naturaleza, objectivos, planeamiento, aplicacion y evaluacion (Curriculum: Its Nature, Objectives, Planning, Application, and Evaluation).

Organization of American States, Washington, D.C. Dept. of Educational Affairs.

Pub Date 69

Note—104p.

Available from—Organization of American States, Department of Educational Affairs, Washington, D.C. 20006 (371.3-S-7855, $.75)

EDRS Price MF-$0.50 HC-$5.30

Descriptors—Course Evaluation, *Curriculum Development, Curriculum Enrichment, Curriculum Evaluation, Curriculum Planning, Curriculum Problems, Educational Change, Educational Objectives, Educational Planning, Foreign Relations, *History Instruction, Information Dissemination, *International Education, Latin American Culture, Learning Theories, *Secondary Schools, *Social Studies

Identifiers—OAS, *Organization of American States

A proposal is advanced to the Latin American nations by the Department of Educational Affairs, Organization of American States (OAS), for a joint program of enacting educational reform. As mediator, the OAS recommends as an initial step the distribution of various publications offering information on actual educational programs currently in practice, and descriptions of educational systems in other countries. The first of such publications, "A Revision of the Social Studies Curriculum in U.S. High Schools," was published in 1968. The present study, written in Spanish, attempts to identify the educational objectives of secondary schools and to define sources, aspects, and changes in the curriculum; to evaluate current secondary school programs; and to assess the influence of learning theories on education. The four appendixes include outlines of educational reforms adapted in Chile and Venezuela, syllabuses for teaching social studies and history classes, and a bibliography. (DS)

ED 043 249 48 FL 001 796

Gage, William

The Sounds of English and Russian.

Center for Applied Linguistics, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [65]

Contract—OEC-SAE-8354

Note—117p.

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Classification, Consonants, *Contrastive Linguistics, *Descriptive Linguistics, *English, Morphology (Languages), *Phonemics, Phonetics, Phonetic Transcription, *Russian, Synchronic Linguistics, Vowels

This four-part study introduces the reader to the methods and procedures used in descriptive linguistics and their application to the sound systems of English and Russian. A condensed phonology of English includes discussion of consonants, vowels, stress, phrasing, and pitch. The section on Russian phonemes examines: (1) consonant and vowel phonemes; (2) palatalization, voicing, and classification of consonants; (3) vowels; and (4) other phonemes. A comparison of Russian and English sounds in nine areas concludes the paper. Numerous examples of words transcribed in phonetic symbols illustrate linguistic principles. For a comparison document see FL 001797. [Hard copy not available due to marginal legibility of original document.] (RL)

ED 043 250 48 FL 001 798

Lampach, Stanley Martinet, Andre

The Sounds of English and French.

Center for Applied Linguistics, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 63

Contract—OEC-SAE-8354

Note—127p.

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Articulation (Speech), Componential Analysis, *Contrastive Linguistics, Distinctive Features, *English, *French, Morphophonemics, *Phonemics, *Phonetics, Phonetic Transcription, Phonological Units, Phonology, Speech, Vowels

This study progressively examines fundamental principles of articulatory phonetics, French and English phonemics, and theoretical phonetics. The Parisian accent is examined at great length. Vowel charts and phonetically transcribed sample lexical items are included. For a companion

document see FL 001 799. [Hard copy not available due to marginal legibility of original docment.] (RL)

ED 043 251 48 **FL 001 799**

Lampach, Stanley

The Grammars of English and French.

Center for Applied Linguistics, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [65]

Contract—OEC-SAE-8354

Note—202p.

EDRS Price MF-$1.00 HC-$10.20

Descriptors—*Comparative Analysis, *Contrastive Linguistics, *English, Form Classes (Languages), *French, Language Classification, Language Instruction, Nominals, Second Language Learning, Sentence Structure, *Structural Grammar, Structural Linguistics, Syntax, Verbs

This contrastive grammar based on modern linguistic theory considers noun and verb phrases as the primary morphological and syntactical structure of language. A section on the noun phrase examines: (1) types of noun phrase constructions; (2) gender and number; (3) elements, expansion, and substitutes of the noun phrase. The material on the verb includes: (1) relationship of the verb and subject, (2) verb complements, (3) interrogation, (4) impersonal constructions, (5) voice, (6) French verb morphology, (7) mood, (8) tense and aspect, (9) modal auxiliaries, and (10) problem verbs. Concluding remarks focus on invariable words: adverbs, prepositions, conjunctions, and "voici" and "voila". For a companion document, see FL 001 798. (RL)

ED 043 252 **FL 001 853**

Perren, G.E., Ed. And Others

Aspects of the Preparation of Language Teachers. CILT Reports and Papers 3.

Centre for Information on Language Teaching, London (England).

Spons Agency—Committee on Research and Development in Modern Languages, London (England).

Pub Date May 70

Note—45p.; Abridged proceedings of a Conference held at State House, London WCIR 4TN, England, February 23-24, 1970

Available from—Centre for Information on Language Teaching, State House, 63 High Holborn, London WCIR 4TN, England (Write for price)

EDRS Price MF-$0.25 HC-$2.35

Descriptors—*Conference Reports, English (Second Language), English Instruction, Immigrants, *Language Instruction, Language Research, Linguistics, *Methodology, *Modern Languages, *Teacher Education, Technology, Transient Children

This conference report contains introductory papers to specific problems with edited reports of the ensuing discussion. Papers focus on the preparation of teachers of adults in foreign languages and in English as a second language; technology in teacher training; specialized training for teachers of immigrant children; the role of linguistics in teacher training; and inservice courses. Appendixes include a review of current research in England, a selective bibliography, and a list of conference members. (RL)

ED 043 253 **FL 001 884**

Mayer, Elizabeth M.

Hammer and Compass: Introducing East Germany. An Anthology with Interpretations.

Note—181p.; Revised version

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—*Anthologies, *Communism, Cultural Events, *Cultural Images, Cultural Pluralism, Cultural Traits, Culture, Culture Conflict, *German, Government (Administrative Body), *Language Instruction, Mythology, Political Affiliation, Political Attitudes, Political Divisions (Geographic), Political Socialization, Propaganda

Identifiers—*East Germany

This anthology introduces students of German to the life of the people of East Germany. The three-part text describes interrelated cultural and political activities which are characteristic of the republic. Part One explores basic communistic philosophy, "a new myth", particularly through commentary on Walter Ulbricht's "Universe, Earth, and Man." Part Two shows how the mythic principles are applied in: (1) literature for youth, (2) films, (3) political songs, (4) beginnings of the republic, (5) hope for a peaceful future, (6) daily work, (7) life and play, and (8) the "blues". The party stand toward West Germany is expressed in the last section. Some 55, selected, German texts are integrated into the study. [Hard copy not available due to marginal legibility of original document.] (RL)

ED 043 254 **FL 001 890**

Naylor, J. W., Comp.

French Readers for Primary Schools: An Annotated Bibliography.

Nuffield Foundation, Leeds (England).

Pub Date Oct 66

Note—84p.; Reports and Occasional Papers No. 12

Available from—Nuffield Foreign Languages Teaching Materials Project, The University of York, Micklegate House, Micklegate, York, England ($1.13)

EDRS Price MF-$0.50 HC-$4.30

Descriptors—*Annotated Bibliographies, Booklists, Book Reviews, *Childrens Books, Elementary Education, Fles, *Fles Materials, Foreign Language Books, *French, Language Instruction, Library Material Selection, Literature Reviews, Modern Languages, *Reading Materials, Reading Material Selection

Teachers of elementary school children will find this annotated bibliography of 39 readers considers 10 relevant factors for each entry. They cover: (1) components and bibliographical details (including pagination, cost, publisher, and book size), (2) general description, (3) content, (4) notes for the teacher, (5) presentation, (6) illustrations, (7) activities, (8) audio aids, (9) exercises, and (10) general comments. The books, selected for their readability, are generally texts written in the present, future, or perfect tense. Several items are suitable for first year students in secondary school. (RL)

ED 043 255 **FL 001 891**

Wybraniec, Ania, Ed.

German: Child Language Survey. Collected Transcripts of Recordings Made in Heidelberg, Berlin, Hanover and Urach/Wurtt.

Nuffield Foundation, Leeds (England).

Pub Date Jul 68

Note—134p.; Reports and Occasional Papers No. 33

Available from—Nuffield Foreign Languages Teaching Materials Project, The University of York, Micklegate House, Micklegate, York, England ($1.31)

EDRS Price MF-$0.75 HC-$6.80

Descriptors—Child Development, *Childhood Attitudes, Childhood Interests, *Child Language, *German, Language, Language Ability, Language Research, Linguistic Patterns, Linguistics, *Speech Habits, *Tape Recordings, Verbal Communication

Nine transcripts of recorded conversation of German children ranging from 10 through 19 years of age are of special interest to linguists working on child language. The recordings, made in Heidelberg, Berlin, Hanover, and Urach/Wurttemberg, include elicited behaviors called "linguistic activities". The interviewers attempt to elicit: (1) expressing intentions, (2) making comparisons, (3) telling someone how to do something, (4) giving reasons, and (5) making predictions. Direct questions, indirect questions, and use of pictures and photographs constitute the essential methodology employed in elicitation. Transcriptions are coded to indicate change of speaker. A detailed commentary of the project and of its objective is included. (RL)

ED 043 256 **FL 001 892**

Lazcano, Mathilda, Comp. Sala, Rafael, Ed.

The Language of Twelve-Year-Old Spanish Children: Transcript No.1.

Nuffield Foundation, Leeds (England).

Pub Date Jan 69

Note—138p.; Reports and Occasional Papers No. 36

Available from—The Nuffield Foreign Languages Teaching Materials Project, The University of York, Micklegate House, Micklegate, York, England ($1.37)

EDRS Price MF-$0.75 HC-$7.00

Descriptors—*Child Language, Language Fluency, Language Patterns, Language Research, Oral Communication, *Spanish, Speech, *Speech Habits, Spontaneous Behavior, Standard Spoken Usage, *Tape Recordings, Unwritten Language, Verbal Communication, *Vocabulary, Vocabulary Skills, Word Frequency

This is the first of five volumes of recorded, transcribed conversation of 150 Spanish children from Madrid. Some 25 hours of normal, unrehearsed conversation serve as a linguistic corpus illustrative of vocabulary development at a specific age level. Half-hour recording sessions were made in groups of three, consisting of boys or girls from the same class in the same school. For a companion document, see FL 001 893. (RL)

ED 043 257 **FL 001 893**

Lazcano, Mathilde, Comp. Sala, Rafael, Ed.

The Language of Twelve-Year-Old Spanish Children: Transcript No. 2.

Nuffield Foundation, Leeds (England).

Pub Date Jan 69

Note—123p.; Reports and Occasional Papers No. 37

Available from—The Nuffield Foreign Languages Teaching Materials Project, The University of York, Micklegate House, Micklegate, York, England ($1.25)

EDRS Price MF-$0.50 HC-$6.25

Descriptors—*Child Language, Language Fluency, Language Patterns, Language Research, Oral Communication, *Spanish, Speech, *Speech Habits, Spontaneous Behavior, Standard Spoken Usage, *Tape Recordings, Unwritten Language, Verbal Communication, *Vocabulary, Vocabulary Skills, Word Frequency

This is the second of five volumes of recorded, transcribed conversation of 150 Spanish children from Madrid. Some 25 hours of normal, unrehearsed conversation serve as a linguistic corpus illustrative of vocabulary development at a specified age level. Half-hour recording sessions were made in groups of three, consisting of boys or girls from the same class in the same school. For a companion document, see FL 001 892. (RL)

ED 043 258 **FL 001 894**

Books and Materials for Language Teachers, Supplement No. 1.

Nuffield Foundation, Leeds (England).

Pub Date Oct 68

Note—48p.; Contents of the Reference Library of the Language Teaching Information Centre, Leeds, England

Available from—Nuffield Foreign Languages Teaching Materials Project, The University of York, Micklegate House, Micklegate, York, England ($.42)

EDRS Price MF-$0.25 HC-$2.50

Descriptors—Audiovisual Aids, *Bibliographic Citations, Booklists, Elementary Education, Foreign Language Books, French, German, *Instructional Materials, *Instructional Program Divisions, Language Instruction, *Library Collections, Library Material Selection, Linguistics, Methodology, *Modern Languages, Russian, Spanish

This supplement contains bibliographic information on materials for language instruction in French, Russian, and Spanish and is classified in 12 areas. They include: (1) linguistics, (2) language teaching, (3) bibliographies and source lists, (4) periodicals, (5) reference and practice materials, (6) textbook courses, (7) audiovisual and audiolingual materials, (8) visual and audio aids, (9) classroom activities, (10) readers, (11) background and cultural information, and (12) mother tongue materials. For the companion document see FL 001 895. (RL)

ED 043 259 **FL 001 895**

Books and Materials for Language Teachers.

Nuffield Foundation, Leeds (England).

Pub Date 67

Note—125p.; Contents of the Reference Library of the Language Teaching Information Centre, Leeds, England (p25-26 missing)

Available from—Nuffield Foreign Languages Teaching Materials Project, The University of York, Micklegate House, Micklegate, York, England ($1.13)

EDRS Price MF-$0.50 HC-$6.35

Descriptors—Audiovisual Aids, *Bibliographic Citations, Booklists, Elementary Education,

Foreign Language Books, French, German, *Instructional Materials, *Instructional Program Divisions, Language Instruction, *Library Collections, Library Material Selection, Linguistics, Methodology, *Modern Languages, Russian, Spanish

This reference catalogue of selected texts and materials is classified in 12 areas. Entries pertaining to the study of French, German, Russian, and Spanish are listed under: (1) linguistics, (2) language teaching, (3) bibliographies and source lists, (4) periodicals, (5) reference and practice materials, (6) textbook courses, (7) audiovisual and audiolingual materials, (8) classroom activities, (9) readers, (10) background and cultural information, (11) mother tongue materials, and (12) visual and audio aids. Items are listed alphabetically by author with title, publisher, year, pagination, and price furnished. For the companion document see FL 001 894. (RL)

ED 043 260 FL 001 896

Sharples, Hedley, Comp.

Bibliography of Spanish Teaching Materials.

Nuffield Foundation, Leeds (England).

Pub Date Jan 68

Note—98p.; Reports and Occasional Papers No. 34

Available from—Nuffield Foreign Languages Teaching Materials Project, The University of York, Micklegate House, Micklegate, York, England ($1.13)

EDRS Price MF-$0.50 HC-$5.00

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Bibliographies, Books, Childrens Books, *Classroom Materials, *Instructional Materials, Instructional Program Divisions, Language Skills, Linguistics, Periodicals, Publications, Reference Materials, *Spanish, Spanish Literature, Tape Recordings, Textbook Publications

This guide for teachers to books, tapes, instructional aids, and materials on Spain and Latin America is classified into 10 major sections. They include: (1) courses, (2) drills and exercises, (3) reference grammars, (4) prose, translation, and composition, (5) linguistic aspects of Spanish, (6) readers, (7) periodicals, (8) dictionaries and vocabularies, (9) supplementary material, and (10) children's books. Selections are entered by publisher's name in alphabetical order. A list of book, record, and tape publishers with addresses is furnished. (RL)

ED 043 261 48 FL 001 938

Eshelman, James N.

Secondary School Foreign-Language Enrollments and Offerings, 1958-62.

Modern Language Association of America, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 64

Contract—OEC-2-14-033

Note—7p.; Reprint from Publications of the Modern Language Association of America, v79 n4 pt2 p107-112 Sep 1964

EDRS Price MF-$0.25 HC-$0.45

Descriptors—*Classical Languages, Enrollment Rate, Enrollment Trends, French, German, Greek, Italian, *Language Enrollment, Language Instruction, Latin, *Modern Languages, *National Surveys, Russian, *Secondary Schools, Spanish, Uncommonly Taught Languages

This study presents statistical information by state on the major languages being studied in secondary schools. Enrollments by language in Spanish, German, Italian, Russian, Latin, and Ancient Greek, and other modern foreign languages are illustrated in three charts. These include: (1) enrollments and percent 1958-62 (Grades 9-12); (2) percent of continuity, course 2 to 3; and (3) language enrollments and percent in secondary schools, grades 7-12, fall 1962. For a complete analysis of offerings and enrollments for fall 1961 and fall 1962, see ED 010 474. (RL)

ED 043 262 FL 001 939

Torres, Edgardo E. And Others

Foreign Language Dropouts: Problems and Solutions. An Examination of the Reasons Why Students Do Not Continue Foreign Language Instruction and a List of Suggested Solutions to the Problem.

Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.; San Leandro Unified School District, Calif.

Spons Agency—California State Coll., Hayward.

Pub Date 70

Note—75p.

Available from—MLA Materials Center, 62 Fifth Avenue, New York, N. Y. ($1.00)

EDRS Price MF-$0.50 HC-$3.85

Descriptors—Administrator Attitudes, Community Attitudes, Counselor Attitudes, Dropout Attitudes, Dropout Identification, Dropout Problems, *Dropout Research, *Guides, *Language Instruction, Modern Languages, Parent Attitudes, Questionnaires, *Secondary Schools, State Surveys, Statistical Data, *Student Attitudes, Teacher Attitudes

This comprehensive investigation into the reasons behind the crucial problem of the student dropout in foreign language programs focuses on seven interrelated areas. These are: (1) student, (2) teacher, (3) administration, (4) counselor, (5) parent, (6) community, and (7) teacher training. A fault-tree analysis of the dropout problem provides a format in which each page presents an enumerated, problematic condition with a corresponding, suggested solution. The systematic approach allows for rapid identification of troublesome areas in the language program. Suggestions on the use of the handbook, a bibliography, and statistical data pertaining to language instruction in secondary schools in California are included. The appendixes contain an article by John Dusel entitled "Diagnosing the Decrease in Foreign Language Enrollment" and sample questionnaires used in the project. (RL)

ED 043 263 FL 001 961

Lipton, Gladys And Others

Manual of Tape Scripts: Italian, Level 2. Curriculum Bulletin, 1969-70 Series, Number 20.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Report No—Bull-00-3052-80

Pub Date 70

Note—55p.

Available from—N.Y.C. Board of Education, Publications Sales Office, 110 Livingston St., Brooklyn N. Y. 11201 (00-3052-80, $1.50)

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—Audio Equipment, Audiolingual Methods, Curriculum Enrichment, Generative Grammar, Grammar, *Italian, Language Laboratories, Modern Language Curriculum, Phonotape Recordings, Programed Texts, *Scripts, *Secondary Schools, *Second Language Learning, *Tape Recordings, Transformations (Language), Vocabulary, Vocabulary Development

This manual of tape scripts, together with a set of foreign language audio tapes for Level 2 Italian, was prepared to support the curriculum bulletin, "New York City Foreign Language Program for Schools: Italian, Levels 1-4." Vocabulary, repetition, transformation, and recombination drills on specific grammatical features allow further development of understanding and speaking skills. The scripts indicate change in speakers, opportunities for student response following a model, and cues for carefully controlled pattern response. Vocabulary used in the 13 scripts and 4 review scripts, each normally requiring 10 minutes for practice, introduces each lesson. For a companion document see ED 034 467. (RL)

ED 043 264 FL 001 962

Lipton, Gladys And Others

Manual Tape Scripts: German, Level 2. Curriculum Bulletin, 1969-70 Series, Number 19.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Report No—Bull-00-3032-80

Pub Date 70

Note—43p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N.Y. 11201 (00-3032-80, $1.00)

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—Audio Equipment, Audiolingual Methods, Curriculum Enrichment, Generative Grammar, *German, Grammar, Language Laboratories, Modern Language Curriculum, Phonotape Recordings, Programed Texts, *Scripts, *Secondary Schools, *Second Language Learning, *Tape Recordings, Transformations (Language), Vocabulary, Vocabulary Development

This manual of tape scripts, together with a set of foreign language tapes for Level 2 German, was prepared to support the curriculum bulletin "New York City Foreign Language Program for Schools: German, Levels 1-4." Vocabulary, repetition, transformation, and recombination drills on specific grammatical features allow further development of understanding and speaking skills. The scripts indicate change in speakers, opportunities for student response following a model, and cues for carefully controlled pattern response. Vocabulary used in the 12 scripts, each normally requiring 10 minutes for practice, introduces each lesson. For a companion document see ED 034 470. (RL)

ED 043 265 FL 001 963

Lipton, Gladys And Others

Manual of Tape Scripts: Russian, Levels 1 and 2. Curriculum Bulletin, 1969-70 Series, Number 18.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Report No—Bull-00-3066-80

Pub Date 70

Note—67p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N.Y. 11201 (00-3066-80, $1.50)

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Audio Equipment, Audiolingual Methods, Curriculum Enrichment, Generative Grammar, Grammar, Language Laboratories, Modern Language Curriculum, Phonotape Recordings, Programed Texts, *Russian, *Scripts, *Secondary Schools, *Second Language Learning, *Tape Recordings, Transformations (Language), Vocabulary, Vocabulary Development

This manual of tape scripts, together with a set of foreign language audio tapes for Levels 1 and 2 Russian, was prepared to support the curriculum bulletin, "New York City Foreign Language Program for Schools: Russian, Levels 1-4." Vocabulary, repetition, transformation, and recombination drills on specific grammatical features allow further development of understanding and speaking skills. The scripts indicate change in speakers, opportunities for student response following a model, and cues for carefully controlled pattern response. Vocabulary used in the 22 scripts, each normally requiring 10 minutes for practice, introduces each lesson. Tape scripts are written in Cyrillic script. The material may be used in or out of sequence in the regular classroom or in the language laboratory. (RL)

ED 043 266 FL 001 975

Levy, Stephen L.

Adapting Foreign Language Programs to New Educational Designs.

Pub Date [11 May 70]

Note—5p.; Paper presented at Colloquium sponsored by the N.Y. State Education Department and the N.Y. State Federation of Foreign Language Teachers, Albany, N. Y., May 11, 1970

EDRS Price MF-$0.25 HC-$0.35

Descriptors—*Experimental Curriculum, French, Hebrew, *High School Design, High Schools, Independent Study, Individualized Instruction, Instructional Innovation, Italian, *Language Instruction, Language Laboratories, *Language Programs, Modern Languages, Programed Instruction, Secondary Schools, Spanish, *Student Evaluation

John Dewey High School, the first experimental non-graded school in New York City, is described in this article in terms of its educational philosophy and administrative procedures. With modular scheduling, five area resource centers, and innovative student evaluation procedures integrated into the program, the school views the concept of individualized progress and independent study as the cornerstone of its educational theory. The function of the Dewey Independent Study Kit (DISK) concept is related to the curricular options permitted the student. With French, Hebrew, Italian, and Spanish offered at three levels in the language program, the author describes the function and administration of the foreign language resource center. (RL)

ED 043 267 FL 001 977
Wrenn, James J.
The Overhead Projector. ERIC Focus Reports on The Teaching of Foreign Languages, Number 19.
American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.
Spons Agency—Modern Language Association of America, New York, N.Y.
Pub Date 70
Note—16p.
Available from—MLA/ACTFL Materials Center, 62 Fifth Avenue, New York, N. Y. 10011 ($.25)
EDRS Price MF-$0.25 HC-$0.90
Descriptors—Audiovisual Aids, Educational Equipment, Equipment Evaluation, Equipment Utilization, Films, Instructional Materials, Instructional Program Divisions, *Language Instruction, Material Development, *Modern Languages, *Overhead Projectors, Projection Equipment, Teacher Developed Materials, *Teaching Methods, *Teaching Techniques, Transparencies
This report focuses on a description of the overhead projector and suggests ways in which its application in the foreign language classroom can be most effective. Following a brief review of the function of the projector, the author discusses: (1) advantages and limitations of the teaching device, (2) factors to consider in selecting a machine, (3) techniques used in the construction of transparencies, and (4) suggested techniques in presentation. A short, selected bibliography concludes the report. (RL)

ED 043 268 FL 001 978
McKim, Lester W.
FLES: Types of Programs. ERIC Focus Reports on the Teaching of Foreign Languages, Number 16.
American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.
Spons Agency—Modern Language Association of America, New York, N.Y.
Pub Date 70
Note—14p.
Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, N.Y. 10011 ($.25)
EDRS Price MF-$0.25 HC-$0.80
Descriptors—Educational Television, Elementary Schools, *Fles, Fles Materials, Fles Programs, *Instructional Design, Instructional Television, *Language Instruction, Languages, *Modern Languages, *Program Design, Second Languages, Teacher Education, Teacher Qualifications, Televised Instruction
A chart of FLES program types indicating possible variations in program design due to variables in teachers, materials, time, and students focuses on the lack of a national, standardized, FLES policy. After discussing the patterns of organization of instruction, the author notes criticism often levied at FLES programs and provides sample, typical, and inadequate responses to such charges. The need to redefine FLES in terms of realistic and credible objectives is developed. Five types of programs, focusing on the preparation of teachers, are examined, including: (1) the classroom teacher with foreign language training, (2) the team teacher with foreign language training, (3) classroom exchange for foreign language instruction, (4) the itinerant specialist, and (5) lesson presentation by television. Other factors affecting FLES instruction refer to sources of instructional materials, time allocation, and a class profile. A short, annotated bibliography is included. (RL)

ED 043 269 FL 001 979
Arendt, Jermaine D.
New Scheduling Patterns and the Foreign Language Teacher. ERIC Focus Reports on the Teaching of Foreign Languages, Number 18.
American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.
Spons Agency—Modern Language Association of America, New York, N.Y.
Pub Date 70
Note—18p.
Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, N.Y. 10011 ($.25)
EDRS Price MF-$0.25 HC-$1.00
Descriptors—Charts, Continuous Progress Plan, Curriculum Development, Flexible Schedules, *Flexible Scheduling, Grouping (Instructional Purposes), Individual Development, *Individualized Instruction, *Language Instruction, Learning Processes, Learning Theories, *Modern Languages, Schedule Modules, *Secondary Education, Time Blocks, Ungraded Classes
A review of traditional scheduling patterns and problems which arise from inflexible, lockstep systems leads to an examination of the seven-period day. Charts illustrate the concept of the "-floating" period. The author then discusses: (1) flexible modular scheduling; (2) large, intermediate, and small group instruction; and (3) individual and independent study. Specific reference is made to programs making use of learning packages, e.g. Minipacs, Unipacs, and Learning Activity Pacs. A departure from other kinds of flexible scheduling, called "demand" scheduling, is reviewed. Problems and advantages of flexible scheduling are enumerated. Concluding remarks focus on student achievement, special needs, the teacher, and the quarter or semester plan. An appendix presents recommendations and suggestions of the Conference on Flexible Scheduling and Foreign Language Teaching. (RL)

ED 043 270 FL 001 980
Cutt, Eula And Others
Curriculum Guide for Latin Heritage in Secondary Schools.
Detroit Public Schools, Mich.
Spons Agency—American Classical League, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
Report No—Pub-2-208-TCH
Pub Date 70
Note—209p.
EDRS Price MF-$1.00 HC Not Available from EDRS.
Descriptors—Audiovisual Aids, Classical Languages, Course Objectives, Cultural Enrichment, *Curriculum Guides, Educational Objectives, Etymology, Grammar, Humanities Instruction, *Instructional Materials, *Latin, Lesson Plans, Motivation Techniques, Mythology, *Secondary Schools, Teaching Guides, Transparencies, Verbs, *Vocabulary
A statement of educational objectives and an outline of course content for one year of Latin study are followed by a wide variety of sample lessons. They include lessons on grammar, etymology, and civilization. Pattern drills treating verbs and nouns are included. Sections containing sample conversations, stories, story-telling and note-taking, student compositions, and tests are followed by an idea exchange on ways to improve student motivation. Some 26 lists of classified vocabulary, sections on mythology, signs of the zodiac, planets, mottoes, Greek and Roman culture, and exercises for the text "Gods, Heroes and Men of Ancient Greece" are also contained in the guide. The appendixes cover: (1) 21 dialogues, (2) an index of transparencies, and (3) sources of audiovisual materials. A bibliography concludes the guide. [Hard copy not available due to marginal legibility of original manuscript.] (RL)

ED 043 271 95 FL 001 981
Hammond, Patricia And Others
Guide to the Improvement of the Teaching of Latin: Levels I-IV.
Oklahoma Curriculum Improvement Commission, Oklahoma City.; Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—105p.
EDRS Price MF-$0.50 HC-$5.35
Descriptors—Audiovisual Aids, *Classical Literature, Cultural Awareness, Cultural Education, *Curriculum Development, *Curriculum Guides, Instructional Materials, Language Instruction, Language Laboratories, Language Learning Levels, *Latin, Latin Literature, *Secondary Schools, Student Evaluation, Teaching Guides, Teaching Methods, Tests
This guide contains a wide variety of material focused on the improvement of the Latin curriculum in secondary schools. Information on evaluation procedures, the language laboratory, audiovisual materials, and materials for professional development is treated in separate sections. Detailed curriculum guides and description of linguistic and cultural objectives are directed to the development of an awareness that the classical languages are, in fact, living languages. A statement by the National Council of State Supervisors of Foreign Languages concerning the role of Latin instruction in American education and a report of the 1969 Education Professions Development Act Latin Institute held at the University of Illinois are included. An extensive bibliography is provided. (RL)

ED 043 272 95 FL 001 983
Hammond, Patricia, Ed. Garfinkel, Alan, Ed.
Recipes for Teaching Foreign Languages in Oklahoma.
Oklahoma Curriculum Improvement Commission, Oklahoma City.; Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—35p.
EDRS Price MF-$0.25 HC-$1.85
Descriptors—Audiovisual Aids, *Classroom Materials, Classroom Participation, Educational Problems, Educational Theories, French, German, *Instructional Materials, Instructional Program Divisions, *Language Instruction, Latin, *Modern Languages, Reference Materials, Spanish, Teaching Methods, *Teaching Techniques
This booklet of instructional materials compiled from foreign language workshops incorporates a variety of suggestions to improve classroom instruction in French, German, Latin, Spanish, and other languages. A discussion of theory leads to specific contributions to methodology in each language. Emphasis is placed on linguistic games, audiovisual materials, and several teaching problems in each language. A list of selected references is included. (RL)

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ED 043 273 24 HE 000 748
Project SCATE: An Exploratory Program for the Improvement of Undergraduate Curriculum and Instruction. Final Report.
United States National Student Association, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2955
Pub Date 28 Feb 69
Contract—OEC-2-7-062955-2839
Note—142p.
EDRS Price MF-$0.75 HC-$7.20
Descriptors—Computer Oriented Programs, *Course Evaluation, *Evaluation, Evaluation Techniques, *Higher Education, *Student Opinion, Student Teacher Relationship, *Teacher Evaluation
Identifiers—SCATE, *Student Course and Teacher Evaluation Program
This report contains an account and analysis of the SCATE (Student Course and Teacher Evaluation) Program which was designed to initiate and assess educational evaluation programs at Bowdoin College, Florida Presbyterian College, Colby Junior College, Rosary College, Central State University, Bethel College, University of Redlands, University of Houston, University of Alabama, and Northeastern University. The goals for SCATE included fostering any educational effort whose end was to make students more involved in their school, their academic life, and their education in general. Section 1 of this report gives an overall picture of what happened. Section 2 reports on the experiences of each school, and includes a summary of the program, an account of how it was conceived and how it was actually implemented, criticism of the program and what can be learned from it. Section 3 discusses the problems and things to be learned from the SCATE schools and from the evaluation procedure. Section 4 presents a paper discussing how computers are used in evaluations and future ways in which they might be used. Section 5 presents a proposal for a national data processing

center. Sample materials from each school are included in the appendix. (AF)

ED 043 274 HE 001 707

Chase, John L.

Graduate Teaching Assistants in American Universities: A Review of Recent Trends and Recommendations.

National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Higher Education Research.

Report No—OE-58039

Pub Date May 70

Note—74p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402 ($0.40)

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Doctoral Degrees, Faculty, Financial Support, *Graduate Students, Graduate Study, *Higher Education, *Research, *Teaching Assistants

Chapter 1 discusses the general characteristics of the Teaching Assistant (TA) system: popular interest in the problems of TAs, origins and shortcomings of the TA system, the purpose of doctoral training, the Ph.D. "stretchout," and career interests and decisions of doctoral students. Chapter 2 deals with statistical dimensions: relationship of TA s to enrollments and faculty; distribution by type of institution; concentration in large institutions; graduate enrollments and doctoral degrees conferred at large institutions in 1959 and 1963; trends in graduate enrollment and financial support in 1954 and 1965; number and distribution of graduate student stipends by type and academic area in 1954 and 1965; work performed by graduate assistants, and differing perspectives regarding the TA's role. In Chapter 3 reports from Michigan State, Cornell, and the University of California, proposing reforms in current conceptions and procedures are analyzed. The University of Rochester survey, "The Graduate Student as Teacher," recommendations of the Committee on Student Aid of the Association of Graduate Schools, the Koen-Ericksen Model Training Program, and other studies are also briefly dealt with. Chapter 4 reviews the findings and presents conclusions. Statistical tables are presented in the appendix. (AF)

ED 043 275 HE 001 708

Valente, William D.

An Analysis of the Proposed Master Plan for Higher Education for the Commonwealth of Pennsylvania and A Study of Financial Needs of Private Colleges and Universities and Proposed Solutions.

Pennsylvania State Board of Education, Harrisburg.

Pub Date [68]

Note—56p.

EDRS Price MF-$0.25 HC-$2.90

Descriptors—*Church Related Colleges, Financial Needs, *Higher Education, Legal Problems, Legislation, *Master Plans, Planning, *Private Colleges, *State Aid, State Legislation

Identifiers—*Pennsylvania

The Pennsylvania Master Plan for Higher Education projected that, to meet the needs of the state in higher education, private colleges and universities, which presently enroll 55% of the state's students, will have to increase their enrollment by 39.5%. However, no provisions were made in the Plan to help these institutions do so. This report analyzes: the position of church-related institutions of higher education in the state; the proportion of the total state resources nonaided institutions provide and the burdens they assume; Pennsylvania's policy on church-related colleges and universities; and implementation problems not resolved by the Master Plan. Legal bases for state assistance to church-related institutions are discussed in terms of the nature of the constitutional problems and the position of the federal Constitution; legislative proposals to help implement the Master Plan, which include the creation of a Higher Educational Assistance Authority; and the economic and social bases for the proposed assistance. Relevant experiences in other states and statistical tables are included in the appendix. (AF)

ED 043 276 HE 001 710

Willingham, Warren W.

Educational Opportunity and the Organization of Higher Education.

College Entrance Examination Board, Palo Alto, Calif.

Pub Date Jun 70

Note—39p.; Paper presented at the College Board colloquium on "Barriers to Higher Education," Wingspread, Racine, Wisconsin, June 24-25, 1970

EDRS Price MF-$0.25 HC-$2.05

Descriptors—*Admission (School), *Admission Criteria, Colleges, Educational Objectives, *Educational Opportunities, Equal Education, *Higher Education, Organization, *Universal Education, Universities

This paper directs itself primarily to an examination of the relationship between educational opportunity and the overall organization of higher education. The first part of this paper is concerned with the current meaning of educational opportunity and the major issues involved in its implementation. These are: (1) the functions of higher education; (2) universal access or universal attendance; (3) the nature of the curriculum; (4) local versus regional colleges; (4) autonomy versus control; (5) who will pay; and (6) what access criteria should be used. The second part deals with some of the findings of a national study on the extent to which higher education is accessible to various populations. This study was based on a demographic analysis of all 2600 recognized institutions in the US, and its findings indicated that about 3 in 10 were free access institutions, i.e., relatively inexpensive, admitted the majority of high school graduates, and presented no geographical or psychological barrier. Free access education was almost exclusively public, constituting 60% of the public sector and 1% of the private sector. The last part describes the organization of accessible higher education in various states, particularly as it bears upon the major issues outlined. (AF)

ED 043 277 HE 001 717

Northby, Arwood S.

A Longitudinal Study of the 1965 Entering Freshmen Class at the University of Connecticut.

Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.

Pub Date Mar 70

Note—64p.

EDRS Price MF-$0.50 HC-$3.30

Descriptors—*Attitudes, Changing Attitudes, *College Freshmen, College Students, Educational Philosophy, *Higher Education, Longitudinal Studies, Occupational Choice, *Student Attitudes, *Student Characteristics, Student Interests

Identifiers—*Connecticut University

This study examines the changes in attitudes, interests, and values of the Fall 1965 freshmen over the subsequent 4-year period. Data were obtained from the admissions and registrar's offices and from the College Student Questionnaire, which requested information on: (1) the student's educational and vocational plans; (2) the community and school from which he came; (3) curricular and extracurricular activities in high school; (4) study habits and attitudes; (5) family background; (6) preferred educational practices or expectations about college; and (7) the degree of independence from family, and peer influence, degree of liberalism, social conscience, cultural sophistication, motivation for grades, and family social status. The first part of the report describes the general characteristics, family background, secondary school experience and educational and vocational plans of the class at the time of its first registration. The second part discusses the academic progress of the freshmen class of 1965 during the years from 1965 through 1969. The last part discusses the changes in career objectives and educational philosophy. (AF)

ED 043 278 HE 001 720

Graduate Education and Ethnic Minorities.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Feb 70

Note—116p.

Available from—Western Interstate Commission for Higher Education, P.O. Drawer "P," Boulder, Colorado 80302

EDRS Price MF-$0.50 HC-$5.90

Descriptors—Ethnic Groups, *Ethnic Studies, Financial Support, *Graduate Students, *Graduate Study, *Higher Education, Indians, *Minority Groups, Relevance (Education), Teacher Education

Concern with the prevalent under-representation of ethnic minority groups in Western graduate schools, and with the growing demand of minority students for more relevance in the college curricula, prompted a cooperative WAGS-WICHE (Western Association of Graduate Schools-Western Interstate Commission for Higher Education) effort in the general area of graduate education and ethnic minorities. The first paper in this volume is the report of a WAGS-WICHE sponsored workshop on graduate education of minority students. It deals with the philosophy, objectives and guidelines of minority education programs as formulated by the minority group students who attended the workshop. Other papers focus on graduate opportunity and support programs for minority students in all fields of academic endeavor (with one paper specifically devoted to the Indian student) as well as on current and projected programs in the area of ethnic studies and the preparation of faculty in US ethnic study fields. Recommendations and guidelines are the results of the work of 6 task forces composed of graduate deans, minority group consultants, and WICHE staff who served as members of the WAGS-WICHE committee. (AF)

ED 043 279 HE 001 721

Cole, Robert

The Rights of Spring: A Forum Answers an Old Question of Power.

Lehigh Univ., Bethlehem, Pa.

Pub Date May 70

Note—20p.

Available from—Lehigh University, Bethlehem, Pennsylvania

Journal Cit—Lehigh University News, May 1970

Document Not Available from EDRS.

Descriptors—*Activism, Administrative Policy, *Decision Making, *Governance, Governing Boards, *Higher Education, Planning, Policy Formation, *Student Participation, University Administration

Identifiers—*Lehigh University

This issue of Lehigh University News is completely devoted to the events that lead to the formation of the new all-University forum. In the week of April 7-15, 1970, a coalition of frustrated militant and moderate students occupied the University Center, called a strike, demanded seats on the board of trustees and a 50-50 split of the power in an all-University legislative and review body, and caused classes to be suspended. Within that week, the faculty and administration approved the constitution of the new all-University forum, and the board of trustees ratified it on May 2. The forum, which allows the election of two students and two faculty members who can attend all meetings of the board of trustees, has: (1) authority to set policy with respect to extra curricular activities, academic environment, and academic program and planning, involving special educational opportunities; (2) power of review over long-range planning, the overall budget, community relations, and all administrative appointments at the rank of dean and above; and (3) power to make policy recommendations regarding curriculum, research policy, and academic discipline. The constitution of the forum is attached. (AF)

ED 043 280 HE 001 723

Lincoln, Robert L.

Council of Higher Educational Institutions in New York City; New York City Private Colleges. A Position Paper for the Future.

Pub Date Mar 70

Note—6p.

EDRS Price MF-$0.25 HC-$0.40

Descriptors—Coordination, *Financial Needs, *Financial Support, *Higher Education, Interinstitutional Cooperation, *Planning, *Private Colleges

Identifiers—*New York City

Many of New York City's 35 private institutions of higher education are in financial difficulties and need the help of the City. This report by the Council of Higher Educational Institutions in New York City (CHEI) outlines 12 steps that can be taken to assist these institutions. These steps include: (1) absorption by the City University of New York of all private institutions now in financial trouble; (2) a tuition increase that would cover operating costs and other expenditures; (3) an annual subsidy on a per head basis; (4) the development of an operating plan whereby all

credits can be transferred freely between all institutions; (5) a cooperative plan for hiring faculty; (6) the establishment of a New York City advisory corporation under the Mayor which could help the institutions deal with their financial problems; (7) the recruitment of a strong industry-education committee to be used as an advisory board; (8) launching a Council of Trustees to discuss mutual problems; (9) a study through the CHEI of all private institutions in the city; (10) a research project through the CHEI to develop special programs to be shared by the institutions and which would form the basis for ten years of cooperative planning; (11) the development of a strong City Department of Higher Education; and (12) the appointment of a CHEI steering committee to meet regularly with the Mayor. (AF)

ED 043 281 HE 001 725

New York State and Private Higher Education. Report of the Select Committee on the Future of Private and Independent Higher Education in New York State/1968.

New York State Education Dept., Albany.
Pub Date Jan 68
Note—145p.
Available from—Bureau of Publications, State Education Department, Albany, N.Y. 12224
EDRS Price MF-$0.75 HC-$7.35
Descriptors—Coordination, Financial Needs, *Financial Support, *Higher Education, Interinstitutional Cooperation, *Planning, *Private Colleges, Private Schools, *State Aid, Statewide Planning
Identifiers—*New York

The purpose of this study was to examine the conditions, financial and otherwise, of New York State's private institutions of higher education, and to recommend measures the state can take to preserve the strength and vitality of these institutions without infringing on their freedom. After a brief review of the history of New York private institutions, their present conditions are discussed: finances; management, with some indication that large universities seem to be in worse condition than smaller ones partly because of shortcomings in management, control, and planning; the impact of the Scholar Incentive Program which has not proved to be of significant benefit to private institutions; enrollment, which continues to rise, though not as rapidly as in the public sector; and their planning effort, which includes the role of the Regents with respect to statewide planning and coordination. Recommendations follow on: (1) improving statewide planning and coordination; and (2) the need for limited direct state aid to private institutions. The constitutional question is considered, the conditions for state support suggested, and an aid program proposed. The appendices include numerous tables with statistical and financial data. (AF)

ED 043 282 HE 001 726

Hodgkinson, Harold L.
Institutions in Transition. A Study of Change in Higher Education.

Carnegie Commission on the Future of Higher Education, Berkeley, Calif.
Pub Date 70
Note—169p.
Available from—Carnegie Commission, 1947 Center Street, Berkeley, California 94704 ($6.00)
Document Not Available from EDRS.
Descriptors—*Activism, Administration, *Colleges, College Students, *Educational Change, Enrollment, Faculty, *Higher Education, Questionnaires, *Universities

This report presents the result of a comprehensive study of changes that have occurred in higher education over the last two decades. Part 1 presents a longitudinal analysis based on data in the US Office of Education directories. The data deal with: (1) type of institutional control; (2) level of degree offered; (3) type of program offered; (4) sexual composition of student body; (5) student enrollment; and (6) institutions added, dropped, or merged. Part 2 discusses the questionnaire to which 1230 institutions responded, its methodology, and the representativeness of the sample. The questionnaire was designed to answer the major question: to what degree do variables such as the above plus size of institution, institutional purpose, and geographic location, seem to be related to specific changes an institution has undergone? Samplewide trends in changes are discussed in terms of the student body, faculty, and administration, and changes are analyzed in terms of each variable. The report also presents a summary of changes by type of institution, and the results of the questionnaire sent to the institutional presidents in which they listed the most significant events that had taken place in their institutions' recent history. A summary of the academic preparation and mobility patterns of the presidents is included. The report concludes with a special analysis of student protest. (AF)

ED 043 283 HE 001 727

Report of Conference on the Undergraduate Education of Women July 8-10, 1969.

Cedar Crest Coll., Allentown, Pa.
Spons Agency—Phillips (Ellis L.) Foundation, New York, N.Y.
Pub Date Oct 69
Note—90p.
EDRS Price MF-$0.50 HC-$4.60
Descriptors—Educational Needs, *Feminism, *Higher Education, *Institutional Role, Research Needs, *Sex Differences, *Womens Education

The main objective of this conference, which was sponsored by 18 women's colleges, was to explore the educational validity of women's colleges in the context of the following factors: (1) implications of research findings on differences in traits between the sexes as they affect the education of women; (2) present and projected roles for women; and (3) the growing trend toward coeducation. The conference addressed itself to: (1) whether a case could be made for proceeding differently in certain respects in the education of women from the education of men; (2) opportunities and obligations of women's colleges in responding to special considerations in the education of women; and (3) identification of areas where inadequate or nonexistent research data need to be supplemented. This report lists: (1) the cosponsoring colleges; (2) the resource persons; (3) the conference program; (4) the participants; (5) the objectives of the conference; and (6) the summary. Presentations by Dwight W. Chapman on sex differences as they might relate to women's education, and by Alice S. Rossi on a study of a selected group of women college graduates are included in the appendix, as well as a background summary for the conference and excerpts of remarks by Pauline Tompkins. (AF)

ED 043 284 HE 001 729

Millett, John D.
Planning, Programming, Budgeting for Ohio's Public Institutions of Higher Education.

Ohio Board of Regents, Columbus.
Pub Date May 70
Note—218p.
EDRS Price MF-$1.00 HC-$11.00
Descriptors—Budgeting, Educational Planning, *Higher Education, *Management Systems, *Planning, *Programing, Program Planning, State Universities, *Systems Analysis
Identifiers—*Ohio

The purpose of this report is to provide a common framework within which Ohio's public institutions of higher education can perform their existing planning, programming, and budgeting functions. The purposes, organization, and outputs of higher education are discussed in the first 3 sections. Purposes include: instructional objectives, research, public service, auxiliary services to students, and student financial assistance. Organization for utilization of resources may involve 3 levels of management: operations, program, and enterprise management. The outputs can be determined in ways appropriate to the particular category of effort undertaken and services provided. The next 2 sections discuss: (1) planning the objectives of higher education which requires following a set number of procedures; and (2) programming the output of higher education, including instructional programming, programming for the Associate Degree, the BA degree, graduate professional instruction, graduate instruction, research, public service, auxiliary services, and student aid. The last 4 sections deal with: (1) budgeting the inputs for current operations; (2) planning capital improvements; (3) programming capital improvements; and (4) implementing the system. (AF)

ED 043 285 HE 001 731

Borgen, Fred H.
Able Black Americans in College: Entry and Freshman Experiences.

National Merit Scholarship Corp., Evanston, Ill.
Spons Agency—Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
Report No—NMSC-RR-1970-vol-6-NO-2
Pub Date 70
Note—25p.
Available from—Research Division, National Merit Scholarship Corporation, 990 Grove Street, Evanston, Illinois 60201
EDRS Price MF-$0.25 HC-$1.35
Descriptors—*Able Students, *Academic Performance, Colleges, *Higher Education, Negro Colleges, *Negro Students, Student Attitudes, *Student Characteristics, Student Interests

After their freshman year in college in 1966, 1744 outstanding black high school students who had reached the Commended stage of competition in the first National Achievement Scholarship Program were followed up for study. They were classified according to the type of 4-year college attended: public or private predominantly Negro colleges, or low, moderate or high selectivity predominantly white schools. There were marked differences among the students attending the different types of colleges in socioeconomic status, performance on a standardized test of educational development, and regional and high school background. The public Negro colleges tended to enroll those who were most disadvantaged, both economically and educationally, while students at the highly selective white colleges tended to come from the most advantaged families and educational backgrounds. Overall freshman performance was quite high in all institutions, but students in the predominantly Negro colleges had higher grades than those in the predominantly white colleges. College type was also associated with the career choices and goals they expressed. (Author/AF)

ED 043 286 HE 001 732

Review of Research.

National Merit Scholarship Corp., Evanston, Ill.
Spons Agency—Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
Report No—NMSC-RR-1970-Vol-6-NO-1
Pub Date 70
Note—20p.
EDRS Price MF-$0.25 HC-$1.10
Descriptors—*Able Students, *Annotated Bibliographies, College Environment, College Students, *Higher Education, *Research, *Research Reviews (Publications), *Student Characteristics
Identifiers—*National Merit Scholarship Program

This report discusses the research in progress and finished research conducted by the National Merit Scholarship Corporation. Three types of studies are currently in progress: (1) longitudinal studies of Merit Scholars; (2) studies of talented Negro students; and (3) studies of participants in the national talent search. Previous studies, those conducted between 1957 through 1969, fall in the following categories: (1) characteristics of able students; (2) progress of Scholars; (3) the Merit Program; (4) prediction of performance; (5) characteristics of colleges; (6) college effects; (7) career choice; (8) Twin Studies; (9) assessment methods; and (10) research methods. (AF)

ED 043 287 HE 001 734

Blumenfeld, Warren S.
Some Characteristics of Finalists in the 1966 National Achievement Scholarship Program.

National Merit Scholarship Corp., Evanston, Ill.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
Report No—NMSC-RR-1966-Vol-2-NO-4
Pub Date 66
Note—34p.
EDRS Price MF-$0.25 HC-$1.80
Descriptors—*Achievement, *College Bound Students, *Higher Education, *Negro Students, *Student Characteristics
Identifiers—*National Achievement Scholarship Program

As part of the selection process of the 1966 National Achievement Scholarship Program, a program for able Negro high school students in-

terested in attending college, 1,029 Finalists completed a 94-item questionnaire. The percentage of Finalists responding to each alternative of each item was obtained, and a matrix of intercorrelations of 50 selected items was calculated. In terms of their item responses, the Finalists appeared to be high aspiring, high grade achievers, academically oriented, professional occupation oriented, high extracurricular achievers, active, interesting, and talented young people. (Author/AF)

ED 043 288 HE 001 735

Killingsworth, Charles C.

How to Pay for Higher Education.

Michigan Univ., Ann Arbor.

Pub Date 17 Mar 67

Note—28p.; Presidential address at Economics Society of Michigan, Ann Arbor, Michigan, March 17, 1967; Revised version of paper presented to U.S. Senate Subcommittee on Employment and Manpower, September 20, 1963

EDRS Price MF-$0.25 HC-$1.50

Descriptors—Disadvantaged Youth, Educational Opportunities, *Federal Programs, *Financial Needs, *Financial Support, *Higher Education, *Student Loan Programs, Tuition

Identifiers—*Higher Education Loan Pool

The financial crisis for institutions of higher education is deepening. Higher tuition rates may be one of the answers, but this would exclude even more young people from attending college because of inability to pay, at a time when greater equality of opportunity in higher education has become an important goal. Federal support has helped but not alleviated the serious situation. The establishment of a Higher Education Loan Pool (HELP) could help both institutions and students. The Pool should be administered by a nonprofit, government-chartered corporation that would be authorized to make three types of loans: (1) contingent repayment loans to students up to $15,000, which the student would repay with a flat-rate personal income tax for 60 years after graduation, with the rate related to the original amount borrowed; (2) fixed repayment loans to students which would be comparable to present National Defense Education Act loans, but more liberal; and (3) college facilities loans which would allow colleges to borrow the full cost of building facilities with repayment over 50 years. Since ability to pay seems to be a far more effective barrier to a college education than ability to learn, the contingent loans will especially help the poor and female students, who previously may have declined to borrow because of the heavy indebtedness incurred right after college, regardless of income earned. (AF)

ED 043 289 HE 001 741

Cooke, W. D.

[Recruiting Black Graduate Students.]

Cornell Univ., Ithaca, N.Y. Graduate School.

Pub Date 4 Jun 70

Note—5p.; Opening Address at the Conference on the Recruiting of Black Graduate Students, Cornell University, Ithaca, N.Y., June 4-6, 1970

EDRS Price MF-$0.25 HC-$0.35

Descriptors—Admission Criteria, College Graduates, *Financial Needs, *Graduate Students, *Graduate Study, *Higher Education, *Negro Students, Student Interests, Student Loan Programs, Student Motivation

There are several barriers to increasing the number of black graduate students in the universities. The first impediment is the loss of overall graduate student support which will be sharply felt beginning in the fall of 1971. The Nixon Administration's program places a heavy emphasis on loans and persons from low income families are often reluctant to add to their debts accumulated from their undergraduate years. Another problem is that a relatively small number of black graduates apply to graduate school; many are siphoned off into industrial and business careers after graduation. A third barrier is the fact that black applicants tend to concentrate in a small number of fields: generally the humanities and social sciences, with almost no applications in the engineering field. Given these factors, the criteria used for admissions must be examined. The validity of the usual predictors varies widely across different areas of study, and motivation may be more important than undergraduate grade point average. (AF)

ED 043 290 HE 001 742

Cooke, W. D.

A Study of the Number of Black Graduate Student Applications for Fall, 1970.

Cornell Univ., Ithaca, N.Y. Graduate School.

Pub Date Jul 70

Note—5p.

EDRS Price MF-$0.25 HC-$0.35

Descriptors—*College Graduates, *Graduate Students, *Graduate Study, *Higher Education, *Negro Students, Student Interests

This report presents some statistical data on black graduate student applicants. Twenty-five major graduate schools were requested to supply information on the number of identifiable black applicants by field; 11 were able to supply the data. They were: Berkeley, Brown, Columbia, Cornell, Harvard, Princeton, Minnesota, MIT, Syracuse, University of Wisconsin, and Yale. Applications varied from 346 to 84. Berkeley had 346 applications, 7 schools had between 100 and 200 applicants, and 3 had under 100. Some university departments attracted disproportionately large percentages of the total number of applicants in a particular field: MIT, for example, received 62% of all city planning applications, and Brown University received 45% of the total number in Romance Studies. The humanities and social sciences attracted 85% of the students, while the physical sciences received fewer than 10% of the applications. The total number of applications to the 11 institutions was 1,694 - a very small percentage of the approximately 50,000 Blacks who received undergraduate degrees in 1969-70. Of 546 applications examined for duplication of applicants, 425 represented actual individuals. (AF)

ED 043 291 HE 001 745

Report of the American Bar Association Commission on Campus Government and Student Dissent.

American Bar Association, Washington, D.C.

Spons Agency—American Bar Foundation, Chicago, Ill.

Pub Date [70]

Note—40p.

EDRS Price MF-$0.25 HC-$2.10

Descriptors—*Activism, Civil Liberties, Discipline, *Discipline Policy, Freedom of Speech, *Higher Education, *Legal Responsibility, *Student Behavior

Universities have responded to disruptive disturbances and to the underlying student unrest in various ways. Internal disciplinary actions, the use of police or national guard, the use of court injunctions and criminal prosecutions have been used by various institutions at different times. The purpose of this report is to develop principles and procedures that will ensure freedom for dissent, while preserving order. The report deals first with the protection of freedom of expression and political activity in public colleges and universities, including the freedom of association, of speech and assembly, of the press, and within the classroom. The protection of these freedoms in private institutions is also discussed. The next section deals with the maintenance of order with justice and presents university disciplinary procedures and the principles for achieving reliability and fundamental fairness. These include: the need for rules, equality of enforcement, "impartiality of the trier of fact," notice of the charge, information concerning the nature of the evidence, opportunity to be heard, basis of the decision, and representation of the accused. The relationship between campus and civil authority isdiscussed, including such issues as injunctions, criminal sanctions, civil actions for damages, the need for planning, double jeopardy, and revocation of financial assistance. (AF)

ED 043 292 HE 001 750

Berry, Sara Erenburg, Mark

Earnings of Professional Women at Indiana University.

Indiana Univ., Bloomington.

Pub Date [69]

Note—21p.

EDRS Price MF-$0.25 HC-$1.15

Descriptors—College Faculty, *Discriminatory Attitudes (Social), *Feminism, *Higher Education, *Salaries, Social Discrimination, *Women Professors

Identifiers—*Indiana University

Recent economic research has uncovered increasing evidence that women earn less than men in our society, even when they have similar qualifications and perform similar jobs. This study investigated whether a similar pattern of economic discrimination prevailed at Indiana University. Salaries were compared of men and women who had faculty or faculty-administrative appointments in December 1968, on the basis of: (1) type of appointment; (2) rank; (3) school in which the appointment was held; (4) level of education as measured by the highest degree held; and (5) professional experience as measured by the length of time an individual had taught at the University and the length of time to complete his or her education. The difference in gross monthly salaries between men and women was $375.61, and, with all variables held constant, women could expect to earn about $100 per month less than a man. The difference in gross income is partly because women tend to hold fewer advanced degrees, have lower academic ranks and fewer administrative appointments, and tend to teach in schools where average salaries are relatively low. The fact that women still earn $100 less per month suggests a systematic bias in the University's methods of determining individual salaries that works to the detriment of women. (AF)

ED 043 293 HE 001 752

Smith, M. Daniel

Attitudes of College Freshmen in an Experimental Program.

New Hampshire Univ., Durham.

Spons Agency—Danforth Foundation, St. Louis, Mo.

Pub Date Nov 68

Note—16p.

EDRS Price MF-$0.25 HC-$0.90

Descriptors—*College Environment, *College Freshmen, College Students, *Experimental Curriculum, *Higher Education, Questionnaires, *Student Attitudes, Student Opinion

This report describes the results of 2 questionnaires designed to measure students' perceptions of and satisfaction with aspects of their small liberal arts college environment. The test was administered to samples of students enrolled in the experimental program, alternates (students who had volunteered for the experimental program but were not selected) and students in the conventional curriculum. It was found that: experimental students viewed the college as less impulsive and more traditional than did other groups; they saw themselves, faculty, others and administrators as less traditional than did other groups; rated the college higher on sympathy and found it more non-directing. They saw themselves as more impulsive, liberal, egg-headed and rebellious than did other students. They were more likely to drop out for academic reasons and less comfortable with other students. The conventional curriculum students saw everything and everybody as more disciplined, more personal and friendly. They viewed other students as more rebellious than themselves, and were most likely to drop out for nonacademic reasons. The alternates saw students as least disciplined, and other students and faculty as less sympathetic. They were most comfortable with other students, but least satisfied with the academic side of college life. (AF)

ED 043 294 HE 001 754

Jerome, Judson

Friends World College. Report on Evaluation Visit, September 16-17, 1969.

Antioch Coll., Columbia, Md.

Pub Date [69]

Note—14p.

EDRS Price MF-$0.25 HC-$0.80

Descriptors—College Environment, Colleges, *Educational Innovation, Evaluation, *Experimental Colleges, Foreign Countries, *Higher Education, *Innovation, *Institutional Role, Language Programs, Travel

Identifiers—*Friends World College

This report discusses Friends World College (FWC), an experimental and innovative institution on Long Island. FWC is committed to creating change agents to bring about a better world. It considers itself an agency for bringing students into contact with resources, and it considers the functions of its program to be less in the realm of supplying information and more in the realm of formation of character and achievement of direction and purpose. It is impossible to assess

the College by conventional standards, because it is not a conventional institution. This report reviews the admission criteria, which includes the desire by the applicant to change the world; living accommodations (barracks about to be torn down); the educational program which demands the keeping of a journal by the students; the living and work experience in foreign countries; the language program; accreditation and evaluation procedures; the financial situation, and the institution's governance. (AF)

ED 043 295 24 HE 001 755

Stanley, Julian C.

Predicting College Success of Educationally Disadvantaged Students.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—R-79

Bureau No—BR-6-1610

Pub Date Sep 70

Grant—OEG-2-7-061610-0207

Note—45p.

EDRS Price MF-$0.25 HC-$2.35

Descriptors—Academic Achievement, Admission (School), *Aptitude Tests, *College Admission, College Bound Students, *Disadvantaged Youth, Educationally Disadvantaged, Grades (Scholastic), *Higher Education, *Predictive Validity

A review of the literature indicates that although some authors maintain that scholastic aptitude test scores of disadvantaged students are not clearly associated with college grades (Clark and Plotkin, 1963), most researchers have found the opposite to be true. Some selective institutions emphasize the disadvantaged student's persistence, rather than grades, but persistence alone is not a good measure of academic success. Many other institutions ignore test scores and concentrate on high school grades in admitting disadvantaged applicants, though there is ample evidence that grades alone are not a good predictor of academic success because of the differences in the quality of high school education. Aptitude test scores and high school grades, when used together, usually do predict college grades of disadvantaged students about as well as they do for other students. Therefore, admission to selective colleges should be based substantially on test scores and high school grades, regardless of ethnic or socioeconomic background, and the gap between the academic promise of educationally disadvantaged applicants and the usual minimum demands of the institution should not be greater than explicit provisions for remediation, tutoring, coaching, and perhaps curriculum reform can bridge. (AF)

ED 043 296 24 HE 001 765

Lawrence, Ben, Ed. And Others

Outputs of Higher Education: Their Identification, Measurement, and Evaluation

American Council on Education, Washington, D.C.; California Univ., Berkeley. Center for Research and Development in Higher Education.; Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Esso Education Foundation.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0708

Pub Date Jul 70

Note—127p.; Paper s from a seminar, Washington D.C., May 3-5, 1970

Available from—Western Interstate Commission for Higher Education, P.O. Drawer P., Boulder, Colorado 80302 ($3.50)

EDRS Price MF-$0.50 HC-$6.45

Descriptors—Educational Needs, *Educational Objectives, *Evaluation, *Higher Education, *Measurement, Measurement Techniques, Systems Analysis

The purpose of the seminar was to find some answers to, and a deeper understanding of the following questions. (1) What is the purpose or are the purposes of higher education? (2) What are the benefits of higher education to the individual and to society? (3) Can the outputs of higher education be named and measured? (4) Where is higher education going, where do we want it to go, and where does it need to go? Several issues were identified: (1) the summons to accountability by students, society, and the legislature; (2) flagging financial support; and (3) higher education's earlier overreaction to short-term needs. The papers in this publication deal generally with the problem of output. Papers by F. E. Balderston and John Vaizey survey the problem. The conceptual analysis of output is dealt with by David G. Brown, C. West Churchman, Alain C. Enthoven, and Kenneth S. Tollett. Some approaches to measurement of output are suggested by Alexander W. Astin, John E. Brandt, Robbin R. Hough, and John P. Miller. A bibliography and a list of participants are included. (AF)

ED 043 297 24 HE 001 766

Casey, James L. Hayes, Larry K.

Pilot Research Summaries, 1967-1970.

Oklahoma State Regents for Higher Education, Oklahoma City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-G-041

Pub Date Jun 70

Note—131p.

EDRS Price MF-$0.75 HC-$6.65

Descriptors—*Consortia, *Educational Research, *Higher Education, *Interinstitutional Cooperation, *Research, Research Projects

Identifiers—*Oklahoma Consortium on Research Development

This report contains one-page summaries of a majority of the 134 research studies funded through the Oklahoma Consortium on Research Development. The research covers the whole spectrum of academic topics , from nursing to ecology to art to politics.. Brief summaries of a majority of the 37 development seminars funded through the Consortium are also included in this report. (AF)

ED 043 298 24 HE 001 767

Letchworth, George Hayes, Larry K.

Effect of Faculty Research Activity on Instruction and Research Activity of Institutions: What Is - What Should Be. Opinionnaire Results.

Oklahoma State Regents for Higher Education, Oklahoma City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-G-041

Pub Date Jun 70

Note—46p.

EDRS Price MF-$0.25 HC-$2.40

Descriptors—*Administrator Attitudes, Attitudes, Faculty, *Higher Education, Instruction, *Research, *Student Attitudes, Teacher Attitudes, *Teaching Quality

Identifiers—*Oklahoma Consortium on Research Development

This report presents the opinionniare results for two instruments developed and administered on a pre-and post-test basis. The first study was made to determine how students, faculty, and administrators perceive the effect of faculty research activity on instruction. Responses were obtained from 8,220 students, 336 faculty and 85 administrators for the pre-test, and 7,797 students, 361 faculty, and 78 administrators for the post-test. The findings were that students, faculty and administrators tended to agree strongly that research does affect the quality of teaching positively, and that research activity keeps a professor abreast in his field. In general, students and faculty exposed to research tended to be more positive toward research than other groups. The purpose of the second study was to determine how presidents and Coordinating Council members perceived "what is" and "what should be" the situation at their institutions relative to research activity. The results indicated that both groups felt that research activity at their institutions relating to the Oklahoma Consortium on Research Development objectives had increased, but was still significantly less than it should be. Generally, the perceptions of all respondents regarding what should exist - while remaining positive - changed on the post-test to a more negative or realistic view. (AF)

ED 043 299 HE 001 769

Preliminary Report on the Status of Women at Harvard.

Harvard Univ., Cambridge, Mass.

Pub Date 9 Mar 70

Note—16p.

EDRS Price MF-$0.25 HC-$0.90

Descriptors—Discriminatory Attitudes (Social), *Employment Patterns, Employment Practices, *Faculty Promotion, Faculty Recruitment, Females, *Feminism, Graduate Students, *Higher Education, Promotion (Occupational), *Women Professors

Section I of this report on the status of women at Harvard discusses the inclusion of women in the faculty, administration, and Graduate School of Arts and Sciences. Women are underrepresented at the highest and most visible levels of the faculty. Though women constitute roughly 20 percent of the students taught in the Faculty of Arts and Sciences, women hold only 13.5 percent of the selected teaching and research appointments and their appointments are concentrated at the lower levels. Of Harvard's 447 administrative employees, 111 are women, but only 8.1 percent of these are in the highest ranks, as opposed to 28.4 percent of the male administrative employees. In the GSAS approximately the same percentage of female applicants is accepted as male applicants. The second section discusses the reasons for reviewing the whole situation, and the third section suggests the formation and composition of a committee of the Faculty to study the status of women in the Faculty, the Graduate School, and the Administration. This section also raises policy question s that the committee should consider in terms of faculty recruitment and appointment, administrative hiring, and promotion practices, and admission policies, awarding of fellowships and teaching assistantships, and job recommendations in the Graduate School. The appendix includes a report on female attrition rates in the Graduate School, and one on part-time professorial appointments at Princeton. (AF)

ED 043 300 HE 001 770

Connery, Robert H., Ed.

The Corporation and the Campus; Corporate Support of Higher Education in the 1970's. Proceedings of the Academy of Political Science, Volume XXX, Number 1.

Columbia Univ., New York, N.Y. Academy of Political Science.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.

Pub Date May 70

Note—187p.

Available from—The Academy of Political Science, Columbia University, 413 Fayerweather Hall, New York, New York 10027

Document Not Available from EDRS.

Descriptors—*Educational Finance, Educational Needs, Financial Needs, *Financial Support, *Higher Education, Institutional Role, Private Financial Support, Research, *School Community Relationship, *Social Change, Urban Environment

The purpose of the conference was to bring together educational leaders, corporation executives, and spokesmen for minority groups to examine problems in higher education. The papers include: "The Urban Crisis," by Robert C. Wood, and Harriet A. Zuckerman; "Minority Groups," by Charles V. Hamilton; "The Community and the Campus," by Franklin H. Williams; "The New Concept of 'Community'," by James M. Hester; "University Research," by J. R. Killian, Jr.; "The Use of University Resources," by W. Clarke Wescoe; and "Campus 1980," by Kingman Brewster; The papers "Growth and Change in Higher Education," by Alice M. Rivlin and June O'Neill; "Financial Needs of the Campus," by Howard R. Bowen; "Tax Support," by Norman P. Auburn; "Student Charges," by John D. Millett; and "Prospects for Voluntary Support," by Hayden W. Smith; "Problems as Opportunities," by Edgar F. Kaiser; "Corporate Support of Higher Education," by William F. May; "The Corporation and the Community," by James F. Oates, Jr.; "Technology and Society," by Joseph C. Wilson; and "Criteria for Corporate Aid," by Charles B. McCoy. "Agenda for the 1970's," by Roger M. Blough concludes the volume. (AF)

ED 043 301 HE 001 771

Bebb, Ernest L., Jr.

The Urban Campus: No Longer an Atypical College Union Setting.

Utah Univ., Salt Lake City.

Pub Date Mar 70

Note—10p.; Paper presented at the 47th Annual Conference of the Association of College Unions-International, Houston, Texas, March 22-25, 1970

EDRS Price MF-$0.25 HC-$0.60
Descriptors—College Students, Educational Needs, *Higher Education, *Institutional Role, Relevance (Education), *Student Unions, *Urban Environment, *Urban Universities, Urban Youth
The traditional American concept of the college campus has been that of rolling campuses in the midwest and vine-covered buildings of the Ivy League. Yet the urban campus educates now more than one half of all college students. In design, the urban campus as a whole, and the union in particular, have followed the examples of their rural counterparts, without much attention to the needs of their urban environments. In addition to the traditional problems of the non-urban campus, the urban campus has a dropout rate of 60% - an indication that the education provided by these institutions is not suitable to many of their students. Parking is another serious problem that is often ignored. Because the library is often located far from any parking area, the union on an urban campus should provide study facilities for students, as well as some space where new faculty members could temporarily do some of their work. One of the roles of the urban university should be to give meaning to urban life and assist in creating a new image for our cities. Just as the urban university must reexamine its purposes, so must the urban unions. (AF)

ED 043 302 HE 001 773
The Educational Opportunity Fund. Annual Report.
New Jersey State Dept. of Higher Education, Trenton.
Pub Date 1 May 70
Note—47p.
EDRS Price MF-$0.25 HC-$2.45
Descriptors—*Disadvantaged Youth, Educationally Disadvantaged, *Financial Support, *Higher Education, Scholarships, State Aid, *State Programs, *Student Characteristics
Identifiers—*New Jersey
This report provides information on the students who have enrolled in the Educational Opportunity Fund (EOF) program at 40 institutions of higher education in New Jersey for the academic years 1968-69 and 1969-70. The purpose of the EOF is to provide scholarship assistance to educationally and economically disadvantaged youth who might otherwise be unable to attend institutions of higher education. This report describes the family background of the students in terms of family size, earning power, and occupation; the EOF family's need for special help; the number of students assisted by EOF and their ethnic backgrounds; the performance of EOF students; the involvement of these students in college life; and the EOF Program. Tables with data on the distribution of the EOF students in institutions, by county and region; and by sex and ethnic origin, average financial aid package; credit hours taken; attrition rate, and sample of courses taken are presented in Appendix A. Appendix B lists the colleges participating in the Fund; and The Educational Opportunity Act of 1968 is reproduced in Appendix C. (AF)

ED 043 303 HE 001 774
Proposal for a Revised Curriculum in the Day Division.
Loyola Coll., Baltimore, Md.
Pub Date 11 Aug 69
Note—31p.
EDRS Price MF-$0.25 HC-$1.65
Descriptors—*College Curriculum, *Core Curriculum, Courses, *Curriculum Development, *Higher Education, *Independent Study
Identifiers—*Loyola College, Four-one-four program
In this report, the Curriculum Committee proposes that the Loyola Day College adopt a 4-1-4 program. This program entails a 15-week Fall session (including examinations) from early September till Christmas, a 4-week Winter session in January, optional to the senior student but not to others, and a 15-week Spring session. The student would take four courses during the Fall and Spring session and concentrate on one area of study during the Winter session. 35 courses would be required for graduation, including the 16 courses of the core curriculum, but students would be strongly encouraged to take 36. This report discusses: (1) the advantages of the program; (2) the implications of the program, including changes in the core curriculum and the redesigning of almost every course; (3) problem areas, including grading, transfer students, and students who fail; and (4) principles underlying the core curriculum. Courses required in the core curriculum, requirements outside the core, some model programs in different fields, proposed Divisional Areas, and some specific proposals for the 4-1-4 program are listed. The appendices discuss: (1) an American Studies Program; (2) need for a full-time faculty member in fine arts; and (3) examples of Winter term courses. (AF)

ED 043 304 HE 001 775
Higher Education Opportunity Program. Report to the Legislature.
State Univ. of New York, Albany. State Educational Dept.
Pub Date Jan 70
Note—27p.
EDRS Price MF-$0.25 HC-$1.45
Descriptors—College Bound Students, Counseling, *Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, *Financial Support, *Higher Education, Scholarships, *Special Programs, Special Services, *State Programs
Identifiers—(HEOP), *Higher Education Opportunity Program
This report describes the operation of the Higher Education Opportunity Program (HEOP) of New York State which is designed to support the screening, testing, counseling, tutoring, and teaching of New York State students who have attained a high school diplima or a New York State high school equivalency diploma, have the potential for the successful completion of a higher education program, and are both economically and educationally disadvantaged. This report discusses past and current efforts of the Program, the communications process with other agencies, the research effort, publications, and plans for the future. The remainder of the report is devoted to summary sheets of programs approved by December 1969; allocations to colleges, 1969-70; allocations to colleges for student stipends; programs funded 1969-70, and the institutions participating in the various consortia, 1969-70. (AF)

ED 043 305 HE 001 776
The Trustee; A Key to Progress in the Small College.
Council for the Advancement of Small Colleges, Washington, D.C.
Pub Date [70]
Note—164p.; Papers presented at an Institute for trustees and administrators of small colleges, Michigan State University, East Lansing, Michigan, August, 1969
EDRS Price MF-$0.75 HC-$8.30
Descriptors—*Administrator Role, College Administration, Educational Finance, Governance, *Governing Boards, *Higher Education, Leadership Responsibility, Planning, *Responsibility, *Trustees
The primary purpose of the institute was to give members of the board of trustees of small colleges a better understanding of their proper roles and functions. The emphasis was on increasing the effectiveness of the trustee, both in his general relationship to the college and in his working and policy-formulating relationship to the president and other top-level administrators. This book presents the papers delivered during the week-long program: "College Trusteeship 1969," by Myron F. Wicke; "Operational Imperatives for a College Board of Trustees in the 1970s," by Arthur C. Frantzreb; "A Trustee Examines His Role," by Warren M. Huff; "The College and University Student Today," by Richard F. Gross; "The College Student Today," by Eldon Nonnamaker; "Today's Faculty Member," by Peter Oppewall; "The Changing Curriculum: Implications for the Small College," by G. Lester Anderson; "How to get the Money," by Gordon M. Caswell; "Foundations and the Support of Higher Education," by Manning M. Pattillo; "The Trustee and Fiscal Development," by John R. Haines; "Long-Range Planning: An Essential in College Administration," by Chester M. Alter; and "Trustee-Presidential Relationships," by Roger J. Voskuyl. (AF)

ED 043 306 HE 001 779
Higher Education Opportunity Program. Part One. Final Report.
New York State Education Dept., Albany. Div. of Higher Education.
Pub Date [70]
Note—71p.
EDRS Price MF-$0.50 HC-$3.95
Descriptors—*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, *Educational Opportunities, *Financial Support, *Higher Education, Interinstitutional Cooperation, *Special Programs, State Programs
Identifiers—HEOP, *Higher Education Opportunity Program, New York
The Higher Education Opportunity Program (HEOP) of New York State provides grants to institutions of higher learning for the recruitment and education of economically and educationally disadvantaged students who, though not admissible by traditional criteria, have potential for successfully completing a college degree program. This report discusses: (1) the historical background of the program; (2) proposal evaluation procedures, which include the use of a panel of experts in educational opportunity as consultants/readers and consultation with the central staffs of State and City Universities; (3) the general conditions necessary for a successful opportunity program which include a broadening of campus attitudes, flexible course load, sufficient financial aid, and academic support; (4) the HEOP consortia which share staff, allow student transfers and have cross-institutional enrollment; and (5) 1969-70 operational problems and recommendations. Statistical tables on the Program and abstracts of final reports of participating institutions are included in the appendix. (AF)

ED 043 307 HE 001 782
Bennis, Warren
"Arribismo".
California Univ., Berkeley. Center for Research and Development in Higher Education.
Pub Date 70
Note—4p.; Paper presented at a workshop on Innovation and Experimentation in Higher Education, University of California, Santa Cruz, March 23-24, 1970
Journal Cit—Research Reporter; v5 n3 p1-4 1970
EDRS Price MF-$0.25 HC-$0.30
Descriptors—*Activism, Educational Change, *Higher Education, Institutional Role, *Relevance (Education), *Social Change, Social Values, Student Needs, *Students
The student revolution has become the dominant instrument of social change in this country and will continue to be. Society is at the moment in an intrusion-activism phase with invisible disturbances surfacing, generally in a violent manner. An amorphous counter-culture is emerging, a person-centered culture that is challenging the scarcity and technologically oriented traditional culture. "Arribismo," the unbridled desire to rise, is taking place among many groups in our society; blacks and other minority groups, women, homosexuals, drug users etc. are all expressing their need for self-actualization and growth. More than half our population is under 25 and many of them have developed heightened consciousness, approaching moral zealotry. They are demanding that the nation's leaders know our moral and ethical center. Universities have to respond to the students' needs; we need to have person-centered colleges and "tracks," as well as post-industrial society tracks for persons who want to acquire the knowledge and skills to enter more traditional professional areas. Universities are the litmus paper for what is going on in the nation. If they can absorb part or all of the new culture, it will augur well for society as a whole. (AF)

ED 043 308 HE 001 783
Hefferlin, JB Lon
End Runs and Line Bucking.
California Univ., Berkeley. Center for Research and Development in Higher Education.
Pub Date 70
Note—4p.; Paper presented at a workshop on Innovation and Experimentation in Higher Education, University of California, Santa Cruz, March 23-24, 1970
Journal Cit—Research Reporter; v5 n3 p4-7 1970
EDRS Price MF-$0.25 HC-$0.30
Descriptors—Administrative Organization, *Curriculum Development, *Educational Change, *Higher Education, *Innovation, Motivation, *Rewards
Throughout the evoluation of academic institutions, the technique of organizing separate and parallel units of existing institutions has been the

easiest means of academic reform. The creation of cluster colleges is one example, as well as the creation of parallel colleges such as Radcliffe and Pembroke. A second technique is the device called "election" whereby students can choose from parallel competing courses. Parallelism is a popular device because it doesn't change existing programs, but it is not a technique for reforming the existing curriculum, except by undercutting it. The most pressing problem of curricular renewal is not the lack of new ideas, but the difficulty of getting these ideas implemented. A common technique of altering the curriculum has been to wait for a faculty member to resign, retire or die. Another technique has been radical upheaval and reorganization. Several factors are important in effecting change; the most influential of which seems to be "reward." This includes the need, motivation, market, incentive, pressure for and anticipated benefits of change. When curricular revision seems to be less threatening than the consequences of inaction, revision blossoms. Other factors are the institution's own orientation toward change and structure. A patriarchal structure or collegium orientation is very deterimental to any change. (AF)

ED 043 309 HE 001 786

Public Financing of Higher Education.

Tax Foundation, Inc., New York, N.Y.

Pub Date Feb 66

Note—51p.

Available from—Tax Foundation Inc., 50 Rockefeller Plaza, New York, N.Y. 10020 ($1.50)

Document Not Available from EDRS.

Descriptors—*Educational Finance, *Federal Aid, *Federal Programs, Financial Needs, *Financial Support, *Higher Education, Scholarships, State Aid, Tuition

The purpose of this study was to examine the major issues involved in governmental financing of, or assistance to, higher education. Of central concern was the overall size of governmental support and the justification for it. The study begins with a review of the needs and demands for higher education as shown by projections of enrollments and expenditures. Some economic issues in public financing of higher education are then examined, including the relationship between education and economic growth, the rate of return on investment in higher education, and some relevant alternatives for public policy. The study then concerns itself with federal financing of higher education: federal aid in the past, new forms of aid, and alternatives to present programs; and concludes with a discussion of state and local financing of higher education, and the questions of the size of the financing problem, tuition, student loans, and scholarships. Some state studies on this problem are reviewed. (AF)

ED 043 310 HE 001 788

Report One of the Committee on the Status of Women.

American Association of Univ. Professors, Emporia, Kans.

Pub Date [70]

Note—16p.

EDRS Price MF-$0.25 HC-$0.90

Descriptors—*Discriminatory Attitudes (Social, *Faculty, Feminism, *Higher Education, *Salaries, Social Discrimination, *Women Professors

Identifiers—*Kansas State Teachers College

This report consists of: (1) a salary study which examines salaries paid to full-time faculty at Kansas State Teachers College by differences in sex, rank, and department; and (2) a copy of KSA 44-1101 - 1109, a law enacted by the 1970 Kansas legislature, providing equal pay for equal work, regardless of the sex of the employee. Tables in the study show: (1) 9-month average salaries, 1969-70, by rank and sex, college-wide; (2) the same but by department; (3) Board of Regent's suggested 9-month salary guidelines, and the faculty who are above and below maximum and minimum levels, by sex and department; (4) 1969-70 average raises, both percent and absolute dollars, by sex; (5) 9-month average salaries by rank, sex, and department, for new full-time faculty hired Fall 1969; and (6) 9-month average salaries by rank and sex, on a college-wide basis, for new full-time faculty hired, Fall 1969. The findings are that women full-time faculty members experience discrimination throughout the College in matters of salaries for their respective academic ranks. Not only do women earn less on the average than their male counterparts, but they receive lower percentage raises. Recommendations to rectify this situation are made. (AF)

ED 043 311 24 HE 001 796

Armstrong, Charles J.

Ten Mid-West Institutions Grouped Cooperatively to Develop Research Capability. Final Report.

Dayton-Miami Valley Consortium, Dayton, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-E-176X

Pub Date May 70

Grant—OEG-1-7-070176-4298

Note—159p.

EDRS Price MF-$0.75 HC-$8.05

Descriptors—*Consortia, *Cooperative Planning, Coordination, Educational Technology, *Higher Education, *Interinstitutional Cooperation, *Research, Shared Services

This report describes the most significant activities of the Dayton-Miami Valley Consortium during the period of September 1, 1967 - February 28, 1970. The purpose of the Consortium is to promote interinstitutional cooperation and thus improve planning, research, instruction, and administrative services. The activities of the Consortium fell in 2 broad areas: (1) development activities which included: computer services, cross-registration, course consolidation, faculty exchange, library programs, learning resources circuit, educational television, interinstitutional working committees, joint community service activities, and area studies; and (2) research and research related activities, which included a feasibility study on the establishment of a joint bureau of government research, the Miami Valley Project, a faculty data bank, retraining of teachers and administrators, student research on educational innovation, computer terminals for research and instruction, and computer-assisted instruction. Additional material, illuminating individual projects, is included in the appendix. (AF)

ED 043 312 24 HE 001 800

Hayes, Larry K.

Institutions Research Summaries, June 1970.

Oklahoma State Regents for Higher Education, Oklahoma City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-G-041

Pub Date Jun 70

Note—53p.; Supplement to final report

EDRS Price MF-$0.25 HC-$2.75

Descriptors—*Consortia, *Educational Research, *Higher Education, *Interinstitutional Cooperation, *Research

Identifiers—*Oklahoma Consortium on Research Development

This supplement to the final report (ED 040 693) presents research summaries of member institutions of the Oklahoma Consortium on Research Development--an organization which seeks, as one of its objectives, the development of viable, ongoing research programs. The summaries contain information on: (1) institutional involvement in the Consortium; (2) institutional benefits from this involvement; (3) institutional plans for further research activity, and (4) a comparison of project and institutional research office information and related activities for 1966-67 and 1969-70. (AF)

ED 043 313 24 HE 001 801

Attitude Change of Freshman College Students Toward their Role as Raters of Teacher Behavior. Final Report.

Freed-Hardeman Coll., Henderson, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-D-037

Pub Date Jul 70

Grant—OEG-4-9-520037-0052-057

Note—29p.

EDRS Price MF-$0.25 HC-$1.55

Descriptors—*College Freshmen, Counseling, *Higher Education, Orientation, Student Attitudes, *Student Opinion, Teacher Behavior, *Teacher Evaluation, *Teacher Rating

Identifiers—*Freed-Hardeman College

The objectives of this study were: (1) to determine if a student's attitude toward his role as a rater of teacher behavior could be changed to become more positive as a result of his orientation to that role; (2) to determine if the choice of the student to continue to rate could be influenced; and (3) to determine if the inter-rate variability could be reduced and a more uniform frame of reference developed. An attitude scale concerning the role of students as raters of teacher behavior was developed and administered to two equal groups, randomly drawn from the Fall 1969 freshman class at Freed-Hardeman College. Three group counseling sessions were held to explain the purpose of rating, importance of student opinions efforts being made by the faculty to improve instruction, use of the data collected and possible benefits to students which could occur as a result of their participation as raters. Findings indicated that the orientation did not significantly affect the student's attitude toward his role as a rater, nor his decision to continue as a rater. The control group was predominantly disposed toward rating, and hence there was no significant difference between the two groups on the choice of rating. (Author/AF)

ED 043 314 24 HE 001 802

Wilson, Ralph

The Effects of Special Tutoring and Counseling on the Academic Success of Negro Freshmen at Southern State College. Final Report.

Southern State Coll., Magnolia, Ark.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-G-001

Pub Date 25 Sep 70

Grant—OEG-7-70-0150-509

Note—107p.

EDRS Price MF-$0.50 HC-$5.45

Descriptors—*Academic Performance, *College Freshmen, College Students, *Counseling, *Higher Education, *Negro Students, Special Programs, Tutoring

Identifiers—*Southern State College

The measures of academic success used in this study were: mean college grade point average, value changes as measured by pre- and post-test scores on the Allport, Vernon, and Lindsey, "Study of Values," and the number of persons who fell into the following categories: dropouts, persons on academic probation, persons with grade point averages of less than 2.0 , and students with grade point averages of 2.0 or more. Eighty-nine Negro freshmen were randomly divided in 2 groups. One of these, the experimental group, was divided into 3 subgroups, each of which was assigned a counselor and provided with special tutoring and counseling for the entire first semester. The control group was given no special assistance. The results indicated that there were no significant differences between the 2 groups in grade point averages, value changes, or number of students in the various categories, nor did the use of different counselors for the subgroups seem to make any difference. There was evidence, however, that Negro freshmen responded better to a Negro counselor than to either a male or female white counselor. (AF)

ED 043 315 HE 001 805

Reports of Associated Women Students Commission on the Status of Women, 1969-1970.

Kansas Univ., Lawrence.

Pub Date [70]

Note—30p.

EDRS Price MF-$0.25 HC-$1.60

Descriptors—Attitudes, *College Students, *Discriminatory Attitudes (Social), Dormitories, *Feminism, *Higher Education, Student Attitudes, Student Loan Programs, *Women Professors

Identifiers—*Kansas University

This report contains 3 studies made by the Commission on the Status of Women at Kansas University. The first is a survey of the number of female students and faculty members in 7 historically male-dominated schools--Architecture, Business, Engineering, Journalism, Law, Pharmacy, and Social Welfare. The Deans and Assistant Deans of these schools were interviewed regarding the participation of women in their departments, in terms of involvement in honorary societies, scholarships awarded, placement services, dropouts, and specific fields chosen. There seemed to be no substantive proof of overt academic discrimination against women. The second study is a report of the Scholarships Awards Committee, which investigated the selection and granting of financial assistance to stu-

dents. The records indicated that women were awarded National Defense Student loans as often as men. The last study is an analysis of freshmen women responses in interviews on factors influencing their choice of a residence hall. The freshmen were given a preference card on which they could express their preference for one of four living plans: all women's halls with or without closing hours, and coeducational halls with or without closing hours. (AF)

JC

ED 043 316 JC 700 200

Tuckman, Bruce W. Edwards, Keith J.

A Study of the Role of the Community College in the Development of Self- and Occupational-Concepts. Final Report.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Jul 70

Note—50p.

EDRS Price MF-$0.25 HC-$2.60

Descriptors—Cross Sectional Studies, *Identification (Psychological), *Junior Colleges, Junior College Students, Longitudinal Studies, *Occupational Aspiration, Role Perception, *Self Concept, Statistical Analysis, *Student College Relationship

Identifiers—*New Jersey, Occupational Repertory Test

This study probes the relative effects of 2-year and 4-year college environments on their students. Using a population of 305 male students who had resided and graduated from public schools in the same county, 195 were randomly selected for the study. These students--68 from a university and 46 liberal arts, 25 technical, and 56 business students from a nearby 2-year junior college--were given a variant (Bingham's Occupational Repertory Test) of the Modified Repertory Test, both at college entrance and 21 months later. Changes in self-esteem, level of incorporation of occupational concepts, and level of incorporation of social role concepts were noted. Statistical analysis of data suggests that: (1) preselection factors were operating in the students' initial program choice; (2) 2-year college students experienced a noticeable increase in self-esteem and identification with higher status occupations, making post-test differences in self-esteem between 4-year and 2-year college students insignificant; (3) the identification between 2-year college students enrolled in occupationally centered programs and their occupation was intensified; and (4) there was little change in the self-esteem or occupational identification of students completing their first two years of university experience. Based on these findings, the effects of the 2-year college environment are seen as particularly significant in developing occupational and self-concepts. (JO)

ED 043 317 JC 700 220

Roueche, John E. Boggs, John R.

The Educational Development Officer--A Change Catalyst for Two-Year Colleges.

Regional Educational Laboratory for the Carolinas and Virginia, Durham, N.C.

Pub Date Oct 70

Note—19p.

EDRS Price MF-$0.25 HC-$1.05

Descriptors—*Administrator Role, Curriculum Evaluation, *Educational Strategies, Faculty Evaluation, *Instructional Improvement, *Junior Colleges, *Occupational Information, Program Evaluation, Regional Laboratories, Teacher Responsibility

Two concepts receiving increased emphasis in today's junior colleges are the use of current, research-based techniques of instruction and the instructional accountability of faculty members. One way to insure effective implementation of these concepts in the individual junior college--as envisioned by the Junior College Division of the Regional Education Laboratory for the Carolinas and Virginia--is through use of an Educational Development Officer (EDO). This individual would be trained to assist his institution in applying contemporary research methodologies and learning psychology to the instructional situation. Currently, the Regional Education Laboratory is training EDO's to: (1) aid the faculty in developing and specifying instructional objectives, (2) serve as measurement consultants in constructing pre- and post-tests of student learning, (3) aid in the designing and subsequent revision of learning activities and teaching techniques, (4) conduct summative and formative evaluations of instructional programs, and (5) encourage research-based administrative decisions by evaluating their impact on student learning. As envisioned by the Laboratory, the EDO will function on the vice-presidential level within an institution, but his functions could be divided among existing staff members. In either case, the EDO's role is considered distinct and separate from that of the typical institutional research officer. (JO)

ED 043 318 JC 700 221

Friar, Don

Methods and Trends in the Junior College Basic Speech Course.

Pub Date [70]

Note—8p.

EDRS Price MF-$0.25 HC-$0.50

Descriptors—*Course Content, *Course Descriptions, Courses, *Junior Colleges, Research, *Speech Education, *Speech Instruction

Questionnaire responses from 187 speech instructors representing 96 junior colleges in the western United States were studied to determine approaches to the basic speech course at these institutions. Such a course is required for graduation at 42 per cent of the institutions; it typically receives three semester units of credit, meets 54 hours per term, and emphasizes public speaking. Development of a general facility in basic speech techniques appears to be the fundamental course objective. Types of speech receiving the greatest emphasis are those to inform, to persuade, and to demonstrate; however, impromptu speaking and discussions are also frequently mentioned. Course requirements usually encompass seven to eight major speeches, a few quizzes, reports on speeches and lectures, and out-of-class written assignments. Most instructors prefer an informal rather than a standardized grading form, and 93 per cent report no use of the "normal curve" in grade assignment. About 60 per cent of class time is used for speech presentation, and about 20 per cent for criticism. Most instructors report current use of voice recordings for student skill development, with many indicating future plans to use videotape. Based on these and other findings of the report, it is concluded that, while similarities and diversities in approach are apparent, follow-up study is needed to spot trends, new developments, and successful innovative techniques. (JO)

ED 043 319 JC 700 222

Faculty Evaluations and Termination Procedures.

National Faculty Association of Community and Junior Colleges, Washington, D.C.

Pub Date 70

Note—4p.

Available from—National Faculty Association of Community and Junior Colleges, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No Charge)

EDRS Price MF-$0.25 HC-$0.30

Descriptors—Discipline Policy, *Disqualification, *Faculty Evaluation, *Junior Colleges

These procedures--developed by a special commission of the National Faculty Association of Community and Junior Colleges--describe the frequency, nature, process, and scope of such actions. The criteria and methods of evaluation are set at an initial conference between the evaluation team and the faculty member, and the college is obligated to make a genuine effort to assist each member in the improvement of his instruction. If a faculty member's contract is recommended for non-renewal by the evaluation team, the proceedings shall be reviewed by a Professional Practices Committee made up of three faculty members selected by the Faculty Association. If this committee recommends dismissal or non-renewal, then the Governing Board may act in accordance with established procedures and pursue the recommended action. Fundamental to the establishment of these procedures are the following concepts: (1) such procedures should apply to all faculty--probationary or tenured--from initial date of employment; (2) evaluation and the possibility of dismissal action are inseparable; (3) evaluation should be made by colleagues in the same area of specialization; (4) evaluation should be based on the particular instructor's objectives and instructional environment; and (5) only those procedures that are conducive to improvement and that cannot be applied in an arbitrary and threatening way should be used. (JO)

ED 043 320 JC 700 223

Markee, David J.

A Comparison of Single Freshmen Resident and Commuter Students Perceptions of the Junior College Environment.

Pub Date [69]

Note—13p.; Paper presented at the EPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes, University of Missouri, Columbia, Sept. 9, 1969 to June 1, 1970

EDRS Price MF-$0.25 HC-$0.75

Descriptors—*Environmental Influences, Environmental Research, *Group Behavior, Group Tests, Institutional Research, *Junior Colleges, Junior College Students, Perception Tests, *Student Attitudes, *Student College Relationship

Identifiers—College and University Environment Scales

The environmental perceptions of 144 randomly selected freshman students at a southwestern junior college were measured using the College and University Environment Scales (CUES). The sample was equally divided between male and female students, and among three groups: city commuters, rural commuters, and campus residents. Differences between group means on each CUES scale were determined by analysis of variance (t ratio), and tests of significance (F ratio) were applied. Looking at the results, males and females recorded the greatest differences on the awareness and practicality scales, and the greatest similarities on the community and scholarship scales. Within the groups, the greatest spread of scores was noted on the community and propriety scales. Using .05 as the level of significance, only on the awareness scale did the females differ significantly from the males. Strong agreement was noted on the scholarship and community scales. Interestingly, no significant differences among the groups were indicated at the .05 level. Trends indicated by the t ratio show rural commuters perceiving the most and resident students the least emphasis on practicality at their college. In addition, the resident students perceived less emphasis on community than the other groups. A greater contrast between resident and city commuter students was noted on community, propriety, and scholarship than between resident and rural commuter groups. (JO)

ED 043 321 JC 700 224

Geiken, Duane O.

A Comparison of the Responses of Urban and Rural Community College Students to a Survey on Stress Producing Situations.

Pub Date [69]

Note—18p.; Paper presented at the EPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes, University of Missouri, Columbia, Sept. 9, 1969 to June 1, 1970

EDRS Price MF-$0.25 HC-$1.00

Descriptors—*Junior Colleges, Junior College Students, *Statistical Studies, *Stress Variables, *Student Adjustment, *Student Attitudes

Identifiers—*Missouri

This study compared the responses of 100 randomly selected students from a rural and an urban Missouri community-junior college campus. A stressful situation was defined as any one that causes the student to be concerned, anxious, or uncomfortable. Respondents were to indicate for each of 25 items whether certain situations caused them great, moderate, little, or no stress. Results were reported for the following subgroups of urban and rural students: male, female, transfer, and vocational-technical. Urban subgroup respondents were more consistent than the rural subgroup in their ratings of the highest and lowest stress-producing situations. Significant differences at the .05 level were indicated for the following situations, using the Chi-square test: impersonality of college life, Vietnam war, loneliness, lack of student representation on college committees, and pressure from too many responsibilities. Urban students indicated significantly greater degrees of stress resulting from the first

two, and rural students indicated significantly greater degrees of stress resulting from the last three. Contradictions between stated college teaching practices and what actually goes on in the classroom produced significantly more stress for rural transfer students than for urban transfer students. In conclusion, it should be noted that urban students were more concerned with national problems (Vietnam war, draft) compared with the more local concerns of rural students (loneliness, pressure). (JO)

ED 043 322 JC 700 225

Compton, J. Lin And Others

Some Trends in Community Services Programs in Community Colleges in the United States: A Quantitative Assessment and Some Qualitative Views.

Pub Date [70]

Note—53p.

EDRS Price MF-$0.25 HC-$2.75

Descriptors—*Administrator Attitudes, *Administrator Background, *College Environment, Educational Finance, Educational Needs, *Junior Colleges, Questionnaires, *School Community Relationship, Surveys

The broad range of information presented in this study suggests the current status and potential directions of community-junior colleges' community services programs. Data was obtained from 301 responses to a questionnaire sent to all 784 junior colleges listed in the AAJC 1970 directory as having such programs. The areas of concern and some of the information obtained can be seen in the following. Of initial concern was a description of community services directors, deans, and coordinators. Age, highest educational degree obtained, areas of academic preparation, and professional association affiliation were established. Next, opinions of these administrators about the most often consulted professional literature, leading community programs, and leading experts in the field were ascertained. Looking at institutions, enrollment and enrollment changes; number of off-campus programs, personnel, and advisory groups; accreditation status; program acceptance by the college community; and, staff increases and needs are viewed. Important sources of income, their relative importance, and community service budget changes give a budgetary perspective. In the future , most respondents foresee increasing emphasis on programs for the disadvantaged and increasing community involvement and financial support as priority needs. (JO)

ED 043 323 JC 700 226

Kelly, M. Frances Connolly, John

Orientation for Faculty in Junior Colleges.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Report No—Monograph-10

Pub Date Jun 70

Note—85p.

Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 ($2.00)

EDRS Price MF-$0.50 HC-$4.35

Descriptors—*College Faculty, *Junior Colleges, Models, *Program Descriptions, *Program Development, Research, *Teacher Orientation

Approaches which recognize the inadequacy of many existing faculty preparation programs, while facilitating role and career transition of new faculty members are needed by today's 2-year colleges. Recognizing these facts, this monograph looks at the orientation program as one solution. Recent research on faculty background in terms of occupational and teaching experiences, occupational attitudes, and academic credentials reveals the great variation at both the state and national level. This variation, when considered with the diverse recruiting methods and environments, adds immediacy to the need for programs that can begin the unification process and obtain support for each institution's locally prescribed mission. A review of orientation programs in California, Michigan, and New York characterizes recent approaches to this situation. Related research on the planning, conduct, and activities of individual programs, as well as their regional distribution, offer additional insight. Characteristics of existing programs that appear important include participation of incumbent faculty members, and introduction to real problems faced by each institution. After considering this research, a model for a new orientation program is suggested, including discussion of goals, planning, duration, actual conduct, and evaluation. The concluding section investigates future circumstances which should be considered in developing orientation programs. (JO)

ED 043 324 JC 700 227

Mann, Bill

Student Achievement: Junior College Transfers Vs. University Transfers to the University of Missouri-Columbia.

Pub Date [69]

Note—5p.; Paper presented at the EPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes, University of Missouri, Columbia, Sept. 9, 1969 to June 1, 1970

EDRS Price MF-$0.25 HC-$0.35

Descriptors—*Educational Research, *Junior Colleges, *Transfer Students, *Validity

Identifiers—*Missouri

To compare more validly the first semester GPA's of transfer students from junior colleges and 4-year institutions, this University of Missouri-Columbia study concentrated on establishing matched samples as the basis for such comparisons. Matching was based on total School and College Abilities Test (SCAT) scores, academic division entered, and sex. Thirty transfer students from each of the following schools made up the population from which random samples of 15 students each were drawn: (1) Kansas City Junior College District, (2) St. Louis Junior College District, (3) the University of Missouri-Kansas City, and (4) the University of Missouri-St. Louis. The first semester post-transfer mean GPA's of the combined junior college and university groups were compared, and a t-test of significance between correlated means applied. Differences were not significant at the previously specified .05 level. Based on this finding, it appears questionable that junior college transfers suffer significantly more from "transfer shock" than other transferees. Any differences between the two groups might reflect institutional grading practices more than any other variable. (JO)

ED 043 325 JC 700 228

Wilhelm, James R.

Academic Achievement of Transfer Students Qualifying for EOG Assistance and Non-Qualifying Students.

Pub Date [69]

Note—5p.; Paper presented at the EPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes, University of Missouri, Columbia, Sept. 9, 1969 to June 1, 1970

EDRS Price MF-$0.25 HC-$0.35

Descriptors—*Academic Achievement, Academic Performance, *Comparative Analysis, Institutional Research, *Junior Colleges, *Lower Class Students, *Transfer Students

Identifiers—*Missouri

Two matched groups of transfer students from low income families were compared in order to determine effects--if any--of non-academic factors on their academic achievement. Transfer students who applied for financial aid at the University of Missouri-Columbia (UMC) financial aids office made up the initial population from which the group samples were drawn. Two groups were then formed, based on whether or not the student qualified for an Educational Opportunity Grant (EOG). Matching was based on the location of the student's transfer institution, his classification during the initial semester at UMC, and sex. "Transfer shock" effects were minimized by excluding those who did not attend UMC for two semesters. School and College Ability Test (SCAT) scores were used to control for group ability differentials. After all controls were applied, 25 students were selected who could be matched. The comparison itself on the basis of mean GPA indicated that while the EOG students had a slightly higher GPA (though a slightly lower mean SCAT score), the difference was not significant. This result supports similar research reviewed by the author. (JO)

ED 043 326 JC 700 229

Riess, Louis C.

Summary of a Study Which Examines the Current and Recommended Degrees of Faculty Participation in Decision-Making in California Community Colleges as Perceived by Both Faculty and Administrators.

Pub Date Nov 70

Note—18p.

EDRS Price MF-$0.25 HC-$1.00

Descriptors—Administrative Policy, Administrative Principles, *Decision Making, *Educational Administration, Expectation, *Junior Colleges, *Participation, *Role Perception, Surveys

Identifiers—*California

An insight into the degree of California junior college faculty participation in decision-making was provided by obtaining the perceptions of state junior college faculty members and administrators. Each individual responded to a questionnaire containing 23 decision-making items by numerically indicating relative differences between current and recommended levels of participation. Of the personnel contacted at 81 state-wide colleges, returns were received from 111 (68.9 per cent) of the administrators and 171 (60.6 per cent) of the faculty. A comparison of group responses suggests the following conclusions: (1) both groups support greater faculty participation in community college decision-making on all items, though the faculty see greater differences between existing and requisite levels; (2) the faculty senate is seen by a majority in both groups as the vehicle for the most significant increases; and (3) the principles of participative management should characterize the decision-making process. (JO)

ED 043 327 JC 700 230

Thompson, Anton

1969-70 Practices of California's Largest Public Junior Colleges: Answers to Some Questions of Interest to Junior College Instructors Outside the Area of Contract Salaries.

Long Beach Unified School District, Calif.

Pub Date Oct 70

Note—34p.

EDRS Price MF-$0.25 HC-$1.80

Descriptors—Administrative Personnel, *Administrator Guides, *Attendance Patterns, Counseling, Faculty Promotion, *Junior Colleges, *Questionnaires, *Teaching Benefits, Teaching Load

Identifiers—*California

This report summarizes responses to a 5-page questionnaire sent to the heads of the 22 largest public junior college districts in California. The 100 per cent response rate included information on the following areas: (1) convention and conference attendance; (2) faculty rank; (3) sabbatical leave; (4) social security; (5) division and department heads or chairmen; (6) summer school compensation; and (7) extra-compensation classroom teaching during the regular year. Six of the responding districts indicated assignment of faculty rank. The median of the maximum percentages of staff who may be authorized for sabbatical leave was 4.5, with a median salary of 100 per cent of a regular instructor's salary for one semester and 50 per cent if the leave is longer. The most common compensation for division or department heads was a teaching-load reduction, with some additional pay. Provision for secretarial assistance varied widely, depending on the district. No identifiable basic pay pattern was evident for paying regular instructors for summer teaching. The most frequent limitation on full-time instructors teaching beyond their normal load was six additional hours per week. Other median practices of interest include a normal full-time teaching load of 15 hours, and a full-time counseling load of 35 hours per week and 525 students. An administrator was provided for every 566 students in average daily attendance. (JO)

ED 043 328 JC 700 231

Cross, K. Patricia

Occupationally Oriented Students.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Nov 70

Note—4p.

Journal Cit—Junior College Research Review; v5 n3 Nov 1970

EDRS Price MF-$0.25 HC-$0.30

Descriptors—*Junior Colleges, *Junior College Students, Manpower Development, Research Reviews (Publications), Student Attitudes, *Student Characteristics, *Technical Education, *Vocational Education

Junior college students enrolled in vocational and technical programs constitute an important source of trained, skilled manpower for our expanding economy. This Research Review combines findings of recent studies about these students, and develops a tentative description of their background and characteristics. Comparisons with students at other institutions and in other programs of higher education are frequently drawn. To begin with, the typical environments from which these students are likely to come are described. The implications of such socioeconomic factors as differences in father's education and occupation level are then discussed. Next, ability levels and their relationship to program or type of institutional attendance are viewed. Comparisons of high school courses of study and academic self-perceptions follow, concluding with a look at the occupationally-oriented student's interests, goals, perceptions of educational aims, and motivations. (JO)

ED 043 329 JC 700 232

Baldwin, Evanell K.

Differential Attitudes and Practices Relative to Minority Groups as Evidenced by College and Community Experiences.

San Diego Community Coll., Calif.

Report No—R-70-10

Pub Date Jun 70

Note—167p.

EDRS Price MF-$0.75 HC-$8.45

Descriptors—*Employee Attitudes, *Employment Opportunities, Employment Practices, *Graduate Surveys, *Junior Colleges, Longitudinal Studies, Minority Groups, Questionnaires, *Vocational Followup

Identifiers—*California

To investigate the basic goal of the junior college as the preparation of students for future employment, especially for minority experiences, this study was conducted at three San Diego community-junior colleges. Data for the investigation were provided by graduates who answered two questionnaires: the first, after their graduation with an AA, AS, or Certificate of Proficiency in June 1968, and the second , a year later. From these two questionnaires, data concerning attitudinal shifts, job changes, and employment and persistence ratios were collected. The Chi-square test for significant differences failed to reveal any at the .05 level between minority, nonminority groups, or individual ethnic groups on: (1) rate of employment, (2) rate of employment in jobs related to the college programs completed, or (3) number of students who changed jobs during their first year of employment. Apparently, the local community's employment practices showed no evidence of differential treatment. This test also indicated no significant differences between ethnic groups in mean beginning salaries or attitude toward college atmosphere, counselors, courses, instruction, or instructors. Another indication of the colleges' success was the fact that 92 per cent of their graduates in this sample were employed full-time. (JO)

ED 043 330 JC 700 233

Riess, Louis C.

Faculty Participation in the Governance of Higher Education: A Bibliography.

Pub Date Nov 70

Note—14p.

EDRS Price MF-$0.25 HC-$0.80

Descriptors—*Bibliographies, *Governance, *Junior Colleges, *Participation

This bibliography includes 161 entries with particular emphasis on the community-junior college. Major sources of literature include bibliographies prepared by the ERIC Clearinghouse for Junior Colleges, and the Center for Development of Community College Education. Nineteen other sources were consulted, including "Dissertation Abstracts" (1938-1966), the "Education Index," the "Reader's Guide to Periodical Literature" (1955-1967), and "Research in Education." (JO)

ED 043 331 JC 700 234

Britton, Ronald B.

The First Semester Academic Performance of Urban Junior College Transfer Students to Columbia vs Two Urban Campuses of the University of Missouri.

Pub Date [69]

Note—11p.; Paper presented at the EPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes, University of Missouri, Columbia, Sept. 9, 1969 to June 1, 1970

EDRS Price MF-$0.25 HC-$0.65

Descriptors—Academic Performance, *Junior Colleges, *Rural Urban Differences, Student Adjustment, *Transfer Programs, *Transfer Students, *Urban Extension

Identifiers—*Missouri

A comparison of two groups of urban area junior college transfer students who attended local urban campuses of the University of Missouri and of two other groups who transferred to the Columbia branch of the University of Missouri was the subject of this study. The comparison was made in regard to the question of whether or not urban area junior college transfer students who attended the Columbia branch of the University of Missouri experienced a greater drop in Grade Point Average (GPA) than did transfers who attended the two local urban campuses. The null hypothesis was tested using GPA's. Means and standard deviations were also computed for pooled junior college and first semester University of Missouri GPA's. Data showed that "transfer shock" was equally intense at all three campuses. Consequently, the author concluded that most urban area junior college students will experience "transfer shock" and that it would be worthwhile for colleges to offer an orientation program for prospective transfer students to inform them of an expected drop in GPA and to impress upon them that a drop in GPA is a normal occurrence among junior college transfer students. (RC)

ED 043 332 JC 700 235

Gordon, Anthony T.

Evaluation of the Second Year of Operation of the Contra Costa Mobile Counseling Center.

Contra Costa Coll., San Pablo, Calif.

Pub Date [70]

Note—26p.

EDRS Price MF-$0.25 HC-$1.40

Descriptors—Community Services, *Counseling Centers, *Counseling Services, *Junior Colleges, *Mobile Educational Services, *School Community Relationship, Special Services

Identifiers—*California

Second year operations of this mobile center have validated many of the assumptions on which it was founded (see ED 031 243), including a reduction in the communications gap between Contra Costa College and the community at large. While attempts to compare this year's results with last year's can be considered premature, some findings may be of interest. During the preceding 9-month period, over 700 hours of service were provided. This includes individual and small group counseling for 150 people. Of these 150, approximately 50 per cent had an annual family income of $4000 or less, and over half had left high school by the eleventh grade. Sixty-five per cent of the 150 were also either too young to work, or experienced employment difficulties due to a lack of education. Of these, 29 per cent were subsequently placed in college, 11 per cent in job training, and 30 per cent referred to other agencies for counseling or job placement. Of those not placed, many had come to the center only for information, and could not have been placed anyway. A questionnaire completed by 80 counselees indicated that 80 per cent came to the counseling center to receive college or career planning information, 93 per cent felt they were helped there, and 100 per cent would not only use the center again, but would also recommend that their friends use it. (JO)

ED 043 333 JC 700 236

Schafer, Michael I.

The Student Role of Teachers: Faculty Development in the Community College.

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date Jun 70

Note—61p.

EDRS Price MF-$0.50 HC-$3.15

Descriptors—*Inservice Teacher Education, *In-service Teaching, *Junior Colleges, *Professional Training, *Teacher Education

This monograph is concerned with the problems faced by junior colleges in serving a diverse student population and in employing a diverse faculty. In regard to these problems, suggestions made by several professionals in the junior college field for in-service faculty improvement are presented. In reviewing their suggestions for faculty development programs, the author concludes that criteria to measure the effectiveness of such programs must assess the resultant change in student learning. Criteria suggested for such assessment stress clear goals, careful planning, the extent of institutional and individual change, accurate cost accounting, and effective communication of results. Major obstacles to achieving effective programs are seen as lack of time and money, faculty apathy, lack of communication with the administration, and poor planning of programs. (RC)

ED 043 334 JC 700 238

Williams, Fred H.

The Process of Campus Planning in Florida's Community Junior Colleges.

Florida State Univ. Tallahassee. Dept. of Highway Education.

Pub Date Sep 69

Note—30p.

EDRS Price MF-$0.25 HC-$1.60

Descriptors—*Administrator Guides, *Campus Planning, *College Planning, *Junior Colleges, *Site Selection

Identifiers—*Florida

A look at significant aspects of the campus planning process suggests the nature and direction of such efforts at 12 of Florida's 13 existing community-junior colleges. Initial planning activities and months required to accomplish them are summarized, along with the various methods by which new institutions acquired facilities to begin instruction. In addition, a sequence of typical campus planning activities was developed which schematically indicates these events from their initiation to the "working drawings" stage. Major areas of planning are reviewed, including academic, fiscal, and physical. Site selection studies involved local boards operating in accordance with state department of education criteria. Sites were obtained as grants or gifts from individuals or government agencies. Long range space needs were established through the use of facilities surveys, and--in some cases--through the development of educational specifications dealing with the purposes, teaching methods, building requirements, and equipment needs of each curriculum area. Campus development plans were discussed and classified according to three general typologies: "lineal," "collegial," and "compact." In concluding this study, several key factors in good campus planning were identified, including interagency coordination, adequate sites and funding, the use of one architectural firm throughout, good enrollment projections, and comprehensive educational specifications. (JO)

ED 043 335 JC 700 239

Beal, Jack

An Analysis of Remedia l Mathematics Programs in Junior and Community Colleges.

Pub Date Oct 70

Note—23p.

EDRS Price MF-$0.25 HC-$1.25

Descriptors—*Compensatory Education Programs, *Developmental Programs, *Junior Colleges, Remedial Instruction, *Remedial Mathematics, *Remedial Programs, Surveys

This survey of remedial or developmental mathematics programs is based on useable responses from 98 community-junior colleges during the fall and winter of 1969. Of the 185 schools originally contacted, 42 specifically indicated no such program, and only six questioned their appropriateness. The most often indicated reasons for the existance of remedial programs were to enable students to continue in regular college math, or to satisfy prerequisite requirements for some other non-mathematics courses. Basic algebra, intermediate algebra, arithmetic, and Euclidean geometry were the courses most frequently offered. In selecting students for remedial programs, standardized tests, previous grades, and counselor recommendation were the most often used criteria. Enrollment in remedial courses included at least 20 per cent of all mathematics students at 51 of the schools. Enrollment in subsequent math courses by continuing students reached an average per cent of 39.4 in 51 of the colleges. Entrance into these nonremedial courses was based largely on grades of C or D in the remedial course. More than half the faculty in each school was involved in the programs, and the major bases for selection included rotation, interest, and understanding of the underachiever. Only 26 of the respondents indicated efforts to evaluate their program. (JO)

LI

ED 043 336 LI 002 123

The Principles of MEDLARS.

National Library of Medicine (DHEW), Bethesda, Md.

Pub Date 70

Note—80p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.75)

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Indexing, *Information Networks, *Information Retrieval, *Information Services, *Information Systems, *Search Strategies

Identifiers—*Medical Literature Analysis and Retrieval System, MEDLARS

The Medical Literature Analysis and Retrieval System (MEDLARS) is described in detail including its indexing procedures, vocabulary, search strategies, products and services. This handbook also indicates the types of requests that are suitable for retrospective machine search in MEDLARS, and discusses the capabilities and limitations of the system. (MF)

ED 043 337 LI 002 126

Salisbury, Julie Davitt

Preliminary Staff Manual for the Gloucester County College Library.

Pub Date 70

Note—118p.; Paper submitted in partial fulfillment of the requirements for Seminar in Current Issues in Libraries, in the Graduate Division of Glassboro State College

EDRS Price MF-$0.50 HC-$6.00

Descriptors—*Library Education, Library Guides, Library Instruction, *Library Skills, *Library Technical Processes, Manuals

This manual is a summary of the policies and procedures now in effect in the Gloucester County College Library. The first 41 pages deal with such items as: (1) importance of preparing a manual, (2) types of manuals, (3) procedures for compiling a staff manual, (4) requirements of a staff manual, (5) uses of the staff manual, (6) history of the library, (7) functions of junior colleges, (8) statement of service to library users and (9) the Library Bill of Rights. The balance of the manual covers: (1) objectives of the library, (2) library materials selection policy, (3) the library committee, (4) job descriptions, (5) acquisitions dpartment, (6) technical processing department, (7) circulation department, (8) periodicals department, (9) inventory, (10) definitions, (11) general information about the library, (12) conclusions and recommendations, and (13) appendices. Numerous samples of control forms are shown including: shelf list cards, order forms, processing forms, book pocket cards and overdue notices. (MF)

ED 043 338 LI 002 128

Brown, James W., Comp And Others

Multi-Media and the Changing School Library; A Summary of the Preparations for, Presentations, and Group Reports of the School Library Workshop for Leadership Personnel, Held at the Monte Corona Conference Center, Twin Peaks, Calif., August 6-12, 1967.

California State Dept. of Education, Sacramento. Bureau of Audio-Visual and School Library Education.

Pub Date 69

Note—155p.

EDRS Price MF-$0.75 HC-$7.85

Descriptors—*Audiovisual Programs, *Library Programs, *Library Services, *Multimedia Instruction, *School Libraries, Workshops

The 1967 Monte Corona School Library Workshop for Leadership Personnel, seventh in a series of summer workshops, focuses on school library programs and services; particularly as these relate to a cross-media approach to curriculum implementation. This workshop is designed primarily for school library and audio-visual education leadership personnel and includes a selected number of administrative, curriculum and supervisory personnel, and teacher educators. Workshop organization follows the usual pattern of general sessions and small group meetings. General sessions include presentation by national and state leaders who consider the implications of economic, social and psychological changes for education in general and for instructional materials personnel in particular. Human relationships, communication competency, and skill in planning and directing change are important subjects in the conference program. National leaders in school library education bring significant ideas, trends, information on legislation, and research findings to the workshop group, thus providing important content for small group discussions and for the development of a rationale and guidelines for future action. (Author/MF)

ED 043 339 LI 002 129

Givens, Johnnie E.

Collection Building in American College Libraries.

California Univ., San Diego. University Library.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 69

Note—5p.; Paper prepared for the Institute on Acquisitions Procedures in Academic Libraries..., Aug 25-Sep 5, 1969

EDRS Price MF-$0.25 HC-$0.35

Descriptors—*Books, *College Libraries, Institutes (Training Programs), *Library Acquisition, *Library Collections, *Library Material Selection

Instead of the usual essay manuscript this paper presents a group of questions which librarians must answer in order to decide what role they will play in either the growth or development of the college library collection. Among the questions posed are: (1) What type of institution is the American college today? (2) Who determines its objectives? (3) Who should participate in the book selection process? (4) What role should the faculty assume in collection development for the college library? (5) In what ways may the development of the college library collection be affected by the up-swing in reprint and facsimile publishing? and (6) What should a book selection policy for developing a college library collection contain? For background reading, a few titles are suggested as basic for establishing an understanding of the American college today and what might be expected of its library collection. (NH)

ED 043 340 LI 002 130

Kilgour, Frederick G.

Effect of Computerization on Acquisitions.

California Univ., San Diego. University Library.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 69

Note—19p.; Paper prepared for the Institute on Acquisitions Procedures in Academic Libraries...,Aug 25-Sep 5, 1969

EDRS Price MF-$0.25 HC-$1.05

Descriptors—*Automation, *College Libraries, *Computer Programs, Economic Factors, Institutes (Training Programs), *Library Acquisition

Identifiers—*Library Automation

Computerization of acquisitions activity is a technological advance already underway. Like all advances in technology it requires advances in knowledge, and future advances will occur only after research has produced the necessary knowledge. Comprehensive system design made possible by computerization will provide acquisitions with the objective of participating in academic educational and research programs. Finally, computerization of acquisitions constituting a continuously productive new technology will contribute to elimination of the financial crisis in which academic libraries now find themselves. (Author)

ED 043 341 LI 002 131

Harrer, Gustave A.

Book Selection and the Subject Specialist in the University Library.

California Univ., San Diego. University Library.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 69

Note—11p.; Paper prepared for the Institute on Acquisitions Procedures in Academic Libraries..., Aug 25-Sep 5, 1969

EDRS Price MF-$0.25 HC-$0.65

Descriptors—*Books, Institutes (Training Programs), *Librarians, Library Acquisition, *Library Collections, *University Libraries

In acquiring materials to build library collections, two functions have to be performed: selection and acquisition. Because the selection of books for inclusion in a library collection requires an intimate understanding of the purpose of the library, a detailed knowledge of the subject area in question, time to read and make judgements about the value of any particular volume, and finally, the authority to develop the collections, librarians in university libraries are in trouble today. A brief look at the evolution of this problem of who should select and acquire books for the library collection is presented with numerous quotes from authorities in the field starting with Richard DeBury in the 13th century. It must be decided whether the range of duties required of a subject specialist/selector can effectively be done separately by various people or whether this job requires extremely competent people with broad, non-library preparation. (NH)

ED 043 342 LI 002 132

Lane, David O.

Approval and Blanket Order Acquisitions Plan.

California Univ., San Diego. University Library.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 69

Note—13p.; Paper prepared for the Institute on Acquisitions Procedures in Academic Libraries..., Aug 25-Sep 5, 1969

EDRS Price MF-$0.25 HC-$0.75

Descriptors—Automation, *Books, College Libraries, Institutes (Training Programs), *Library Acquisition, *Library Collections, *Library Material Selection, *Sciences

The major purpose of this study was to assist the data collection firm which the American Library Association had hired to do the actual data collecting for its study of decision-making in the selection of science books for academic libraries. Part of the study was devoted to a literature search on the subject of book selection for academic libraries. Two main trends represented in the literature were: (1) It is the duty of the teaching faculty to do the book selection for academic libraries; and (2) Collection development is one of the prime responsibilities of academic librarians. The majority of the librarians and administrators questioned during this study felt that book selection should be a joint responsibility of faculty and librarians. The majority of the faculty felt it should be their own right and responsibility. The large extent to which libraries use "blanket order" (an agreement between a library and an agent or publisher to purchase all of a certain set of publications) and "approval order" (volumes sent a library are "on approval" and any not wanted may be returned) plans was the nearest thing to a fresh insight received from the data. The blanket and approval orders are shown to be important in the acquisitions of even moderate sized academic libraries. Most librarians and faculty are favorably impressed. (NH)

ED 043 343 LI 002 133

Stewart, Rolland C.

The Undergraduate Library Collection.

California Univ., San Diego. University Library.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 69

Note—7p.; Paper prepared for the Institute on Acquisitions Procedures in Academic Libraries..., Aug 25-Sep 5, 1969

EDRS Price MF-$0.25 HC-$0.45

Descriptors—*Books, *College Libraries, Institutes (Training Programs), *Library Collections, *Library Material Selection, *University Libraries

The development of undergraduate library collections is shown under two aspects: (1) the formation of the basic collection of the Undergraduate Library of the University of Michigan, and (2) the problems, practical and theoretial, encountered in the day-to-day effort to maintain the collection. The budget is the sire of all selection criteria. Objectives and the means to achieve them must be commensurate. Even in the effort to assemble a basic collection, the amount of investment needed for subsequent support must be anticipated. The policies adopted at the outset of the selection project concern: (1) extent and range of collection, (2) service patterns for han-

dling of required and recommended reading, (3) budget arrangements for maintaining the collection and (4) basic selection responsibilities for future development. Sources from which preliminary selections may be drawn include: (1) the Lamont Library Catalog, (2) faculty reading lists, (3) in-print publisher's catalogs, announcements, etc., (4) current acquisitions of the University of Michigan Library, (5) University of Michigan Library Shelflist, and (6) special biliographies, guides, lists, and journal reviews. Correlated with the amount of money committed, the selection proceeds in three stages: (1) the indispensable, (2) the necessary, and (3) the highly desirable. (NH)

ED 043 344 LI 002 134

Tuttle, Helen W.

Operating an Effective Acquisition Department.

California Univ., San Diego. University Library.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 69

Note—22p.; Paper prepared for the Institute on Acquisitions Procedures in Academic Libraries..., Aug 25-Sep 5, 1969

EDRS Price MF-$0.25 HC-$1.20

Descriptors—Institutes (Training Programs), *Library Acquisition, *Library Technical Processes, *Organization

There is no "perfect" organizational pattern for an acquisition department nor for its place in the library's technical services. Whatever the areas of responsibilities assigned to the acquisition department, its organization should provide for these basic conditions and relationships: (1) distinct subunits with well-defined assignments of responsibility, (2) each staff member responsble to only one supervisor, (3) allowance for flexibility in the use of staff, and (4) regular meetings of the subunit heads to iron out the questions which will arise regularly, with minutes circulated among all staff. Aspects of acquisitions are discussed under the following sub-titles: (1) departmental guides (a manual of procedures and a department policy statement), (2) files and records, (3) meshing of selection and processing, (4) relationship to sources of publications, (5) scientific management, (6) statistical model, and (7) personnel. To run an acquisition department at maximum effectiveness the acquisition librarian should keep up with developments of all sorts as they relate to the acquisition processes and possibilities. Suggestions of ways for doing this are presented. (NH)

ED 043 345 LI 002 135

Voigt, Melvin J.

Case Study of the California Experience in Library Collection Building.

California Univ., San Diego. University Library.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 69

Note—31p.; Paper prepared for the Institute on Acquisitions Procedures in Academic Libraries..., Aug 25-Sep 5, 1969

EDRS Price MF-$0.25 HC-$1.65

Descriptors—*Case Studies, Institutes (Training Programs), *Library Acquisition, *Library Collections, *University Libraries

A variety of examples of collection development in a university system is provided by this case study. The University of California's nine campuses provide a wide variety of library acquisition experience. A retrospective view of their development reflects the changing pace and pattern of library collection building over the years. The University of California, San Diego (UCSD) development is interesting because the collection had immediate pressures of advanced graduate programs and UCSD had to use a variety of devices to meet specialized needs as they arose, while, at the same time, attempting to develop well-rounded basic collections for both undergraduates and graduate students. Development of each of the nine university libraries is traced using the following headings: (1) introduction, (2) the large campuses, (3) specialized institutional collections, (4) towards research--variations in patterns, (5) the problem of distribution and uniqueness, and (6) the UCSD experience. (NH)

ED 043 346 LI 002 136

White, Carl M.

Duplicated Information Acquired by Libraries.

California Univ., San Diego. University Library.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 69

Note—22p.; Paper prepared for the Institute on Acquisitons Procedures in Academic Libraries..., Aug 25-Sep 5, 1969

EDRS Price MF-$0.25 HC-$1.20

Descriptors—Abstracts, *Bibliographies, *Case Studies, Institutes (Training Programs), *Library Acquisition, Library Collections, *Library Materials, Periodicals, *Reference Books

The object of this study is to make a start toward determining the extent of duplicated information that is being acquired in spite of customary precautions to avoid it. Referring to a specific case, the percentages in Table II show the frequency of appearance in five other works of 19 items in Mitchell's "Encyclopedia of American Politics." While reference and information service was in its infancy, the main problem was to develop the tools to do the job and any overlapping of sources was of less concern. Now we can begin to see duplicated information rising with increasing distinctness as an ancillary problem that deserves more attention. Librarians have more money than time to evaluate individual purchases and do not stand back at purchasing duplicated information if a publisher packages it with significant new information. Publishers, library budgets and book collections would benefit if better guidelines for distinguishing justifiable from unjustifiable duplication were developed. To determine whether an attractive new package of information effectively rounds out, or materially duplicates, information already present in a sizable collection requires in-depth, expert attention that book-reviewing machinery is poorly organized to provide. More work needs to be done of the problem. This study is exploratory and the results are fragmentary. (NH)

ED 043 347 LI 002 138

VA Library Service--Today's look at Tomorrow's Library.

Veterans Administration, Washington, D.C.

Pub Date [69]

Note—58p.; Proceedings of the Veterans Administration Conference of Selected Chief Librarians, Nov. 20-21, 1969, Washington, D.C.

EDRS Price MF-$0.50 HC-$3.00

Descriptors—Audiovisual Communication, *Audiovisual Instruction, Automation, Information Networks, *Library Networks, Library Planning, *Library Services, Medical Libraries

Identifiers—Medical Literature Analysis and Retrieval System, MEDLARS, *Veterans Administration

The Conference Poceedings are divided into three broad topics: systems planning, audiovisuals in biomedical communication, and automation and networking. Speakers from within the Veterans Administration (VA), from the National Medical Audiovisual Center, and the Lister Hill National Center for Biomedical Communications, National Library of Medicine, presented the following papers: (1) VA Library Service by Henry J. Gartland, (2) VA Library Systems by Allen J. Sprow, (3) VA Library Book Cataloging Project by I.F. Rosen, (4) The Union List of Periodicals in the Medical Libraries of the VA by Joseph Bodo, (5) Audiovisual Systems in Biomedical Communications by Robert S. Craig, (6) Application of Audiovisual Technology in Medical Education by Clement Benjamin, (7) Audiovisual Services: The Librarian's Role by Margaret L. Brooks, (8) The Lister Hill National Center for Biomedical Communications and Its Library Networking< Projects by Ruth M. Davis, and (9) MEDLARS II: A Status Report. (MF)

ED 043 348 LI 002 139

Project Intrex. Semiannual Activity Report, 15 March 1970 to 15 September 1970.

Massachusetts Inst. of Tech., Cambridge.

Spons Agency—Carnegie Corp. of New York, N.Y.; Council on Library Resources, Inc., Washington, D.C.; National Science Foundation, Washington, D.C.

Report No—PR-10

Pub Date 15 Sep 70

Note—107p.

EDRS Price MF-$0.50 HC-$5.45

Descriptors—Automation, *Cataloging, Computer Programs, *Electronic Data Processing, Information Centers, *Information Retrieval, Information Services, Information Storage, *Information Systems, Libraries, Reports, *Use Studies

Identifiers—Library Automation, *Project Intrex

User experiments are the main theme of this tenth issue in the series of Project Intrex semiannual activity reports. This system is undergoing tests with users who are motivated by their need for information rather than an interest in the machinery by which it is stored, retrieved and presented. Test results will indicate which fields in the augmented catalog are most helpful to the user, which of the retrieval program features are most effective and which display techniques are most congenial in continued use. This kind of information will make it possible to design the future information systems in which libraries and information centers will utilize the new computer-communications technology. The seven major sections of the report are: (1) introduction, (2) research and development activities, (3) model library, (4) Project Intrex staff, (5) current publications, (6) past publications 1969-1970, and (7) past publications 1966-1969. The research and development activities section covers: (1) status of the program, (2) user experiments, (3) augmented-catalog inputting, (4) storage and retrieval, (5) display consoles, and (6) full-text storage and retrieval. The model library section includes: (1) status of the project, (2) point-of-use instruction, and (3) library pathfinders. (NH)

ED 043 349 LI 002 140

Clarke, Virginia

The Organization of Nonbook Materials in the Laboratory School Library, North Texas State University; An Outline. Revised Edition.

North Texas State Univ., Denton.

Pub Date 69

Note—79p. DESC*Audiovisual Aids; *Library Collections; *Instructional Materials; *Cataloging; *School Libraries; Library Technical Processes

Available from—Northeast Campus Bookstore, 828 Harwood Road, Hurst, Texas 76053 ($2.25)

EDRS Price MF-$0.50 HC Not Available from EDRS.

Identifiers—Laboratory School Library, *Nonbook Materials

In devising a satisfactory solution to the problem of organizing and cataloging nonbook materials, the Laboratory School< Library kept two goals in mind: (1) to keep the call numbers and catalog card-forms as simply as possible, and (2) to keep the number of catalog cards to a minimum. A full description of the original plan was published in 1954 (out of print). This publication is a supplement to the earlier manual which brings the policy statement up to date. Its main purpose is to ad students in library practice at the Laboratory School. It outlines the main features of the system, indicates types of media not originally included, and illustrates, through sample cards, solutions to cataloging problems encountered since 1954. Suggestions for further simplifications in cataloging suitable for publi schools are also given. The main topics covered include: (1) basic aims of the plan of organization, (2) devices used to achieve the aims, (3) sample call numbers, (4) description of the organization of the various types of nonbook materials, (5) temporary-slip forms for circulation and acquisition, (6) adapted and simplified catalog-card form, (7) basic card-form variations, (8) shelf card, (9) sample shelf-list and catalog cards, and (10) addenda. (NH)

ED 043 350 52 LI 002 141

Benton, Mildred And Others

A Study of Resources and Major Subject Holdings Available in U.S. Federal Libraries Maintaining Extensive or Unique Collections of Research Materials. Final Report.

George Washington Univ., Washington, D.C. Biological Sciences Communication Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0310

Pub Date Sep 70

Contract—OEC-0-8080310-3742(095)

Note—676p.

EDRS Price MF-$2.50 HC-$33.80

Descriptors—*Government Libraries, Information Retrieval, *Information Sources, *Library Collections, Library Reference Services, Library Surveys, Reference Materials, *Research Reviews (Publications), *Special Libraries

One hundred and eighty-eight selected special libraries were surveyed in an initial attempt to study the resources and major subject holdings available in U.S. Federal libraries maintaining extensive or unique collections of research materials. The objectives were twofold: (1) to determine the nature and availability of the various collections, and (2) to provide access to subject coverage through both aphabetical listing and a class arrangement. Computer prepared tables which identify the libraries involved and which interpret and compare in hierarchial arrangement the data obtained in a systematic fashion are presented. An alphabetical list of the subjects reported by and available in libraries studied is also provided. The subject coverage was widespread; however, there is a noticeable concentration in history and the pure sciences. Religion was represented the least. The definitions of Exhaustive and Research collections used in the study were insufficient to enable librarians to do more than report the status of their collections based on their own evaluation and interpretation. A study or critique on the feasibility of developing criteria for evaluating research collections is mandatory. Another edition of resources of Federal libraries could then incorporate additions, omissions and correction, and most important, report the status of collections in a more meaningful manner. (Author/NH)

ED 043 351 LI 002 142

Benton, Mildred Ottersen, Signe

A Critique on Standards for Evaluating Library Collections; Supplement I to Final Report: A Study of Resources and Major Subject Holdings Available in U.S. Federal Libraries Maintaining Extensive or Unique Collections of Research Materials.

George Washington Univ., Washington, D.C. Biological Sciences Communication Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0310

Pub Date Apr 70

Contract—OEC-0-8080310-3742(095)

Note—62p.

EDRS Price MF-$0.50 HC-$3.20

Descriptors—*Evaluation Criteria, *Government Libraries, *Library Collections, *Research Reviews (Publications), *Standards

An effort to determine the feasibility of formulating a series of criteria for assessing research collections in Federal libraries is delineated in this report. The direction of the investigation was based on a four-stage approach: (1) review the literature for relevant information; (2) enumerate and describe available guides and criteria, and evaluate their possible usefulness as components of, or contributions to standards for measurement; (3) formulate test standards; and (4) test their application in a selected number of libraries. Part I of the report is devoted to a discussion of the topics mentioned above. Part II is a bibliography including references selected from the hundreds reviewed as being most applicable and pertinent to evaluating library collections. (This report is a supplement to LI 002 141.) (Author)

ED 043 352 LI 002 144

Putnam, William

Problems and Issues in Sprecifying Behavioral Instructional Objectives for Graduate Courses in Library Administration.

Pub Date Oct 70

Note—46p.; A Dissertation Submitted to the Faculty of the Department of Library Science of the Catholic University of America in Partial Fulfillment of the Requirements for the Degree of Master of Science in Library Science

EDRS Price MF-$0.25 HC-$2.40

Descriptors—*Administration, Adult Education, *Behavioral Objectives, *Graduate Study, *Librarians, Libraries, *Library Education

The theory of behavioral instructional objectives is applicable in the design of library administration courses; however, it does give rise to a number of problems when so applied. Chief among these is that the theory of behavioral instructional objectives has been elaborated by pedagogues so that the theory is not; understandably, uniformly applicable to adult education. The twofold purpose of this report is to bridge the communication gap between educational researchers and those at work designing library administration courses for the continuing education of librarians, and to discuss the problems that arise when educational research findings are applied to library education. It was concluded that the application of the theory of behavioral instructional objectives to adult leaners by those developing graduate library administration courses might lead to a significant modification and broadening of the scope of the theory as it now stands. Moreover, the field of library education stands to benefit from the application of the theory to library administration courses by stimulating the production of highly valuable teaching materials such as case studies and simulation studies. (NH)

ED 043 353 LI 002 145

Lieberman, Irving

A Working Bibliography of Commercially Available Audio-Visual Materials for the Teaching of Library Science.

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date Dec 68

Note—78p.

EDRS Price MF-$0.50 HC-$4.00

Descriptors—*Audiovisual Aids, Bibliographic Citations, Films, Filmstrips, Instructional Materials, *Librarians, *Library Education, *Library Science, Tape Recordings, *Teaching

Commercially available audiovisual materials to be used in conjuncton with the teaching of library science is the subject of this selective, nonevaluative bibliography. Unless otherwise specified, the entries are films. The citations were found in various general bibliographies. Annotations are presented as given in the various bibliographic sources. The inclusion of an item represents its availability only, not its endorsement. This is a working copy in content and form and is neither definitive nor evaluative. The citations are spearated into six main subjects: (1) introduction to librarianship, (2) reference, (3) use of books and the ibrary, (4) cataloging, (5) book selection, and (6) printing and the history of books. A list of distributors from whom these materials are available and a title index are included. (NH)

ED 043 354 LI 002 146

Heim, Peggy Cameron, Donald F.

The Economics of Librarianship in College and University Libraries, 1969-70. A Sample Survey of Compensations.

Council on Library Resources, Inc., Washington, D.C.

Pub Date Jul 70

Note—21p.

EDRS Price MF-$0.25 HC-$1.15

Descriptors—*College Libraries, *Faculty, *Librarians, Professional Personnel, Professional Recognition, *Salary Differentials, *University Libraries

The library profession in colleges and universities is faced with three critical problems: (1) too few high-paying positions relative to the total number of practitioners to make the profession financially attractive, (2) the highest level positions to which the majority of career librarians may aspire offer dim prospect of an adequately compensated career, and (3) an imbalance between the compensations of faculty and librarians may well be symptomatic of two equally serious problems--minimization of the role and organizational requirements of this important facet of our educational-research program and the possibility of exploitation. Table I indicates that less than 20% of the faculty are at the lowest rank of instructor while 50% of the librarians are classified in the basic rank. Many librarians will never advance beyond this position and most of those who do will go no higher than department head or branch librarian. On the other hand, approximately 50% of the faculty hold the two highest ranks--professor and associate professor. Three factors seem to exert a strong effect on librarians' compensation: (1) predominance of women in the profession. (2) large number of routine and clerical tasks performed, and (3) prevailing departmental organization which acts as a barrier to nonadministrative librarians. (NH)

ED 043 355 LI 002 147

North Dakota State Plan for Library Programs Under the Library Services and Construction Act, as Amended.

North Dakota State Library Commission, Bismarck.

Pub Date 1 Mar 70

Note—50p.; Issued as North Dakota Library Notes; vl n4 May 1970 with cover title The North Dakota State Plan

EDRS Price MF-$0.25 HC-$2.60

Descriptors—Federal Aid, *Library Cooperation, Library Education, Library Facilities, *Library Programs, *Library Services, *Library Standards, *Physically Handicapped, Public Libraries, *State Libraries

Identifiers—*North Dakota

The North Dakota State Library Commission defines the public library as an agency devoted to informal education, permitting an individual to study any subject at any time, to start at any degree of difficulty, proceed at his own pace, work toward a self-determined goal, free of costs and with minimum institutional restrictions. The State Plan devised to enable the North Dakota Public Libraries to fulfill this definition is presented in six sections: (1) general provisions of the plan; (2) public library services, Title I; (3) Public Library Construction, Title II; (4) interlibrary cooperation, Title III; (5) state institutional library services, Title IV, Part A, and (6) library services to the physically handicapped, Title IV, Part B. Appended are: (1) North Dakota Public Library Standards, 1970; (2) application for a subsidy for undergraduate work in library science; (3) application for a study grant to obtain a Master's Degree in library science; (4) State Library Commission Administrative Chart; (5) construction project application; (6) State-Federal requirements for participation in LSCA Title II, Public Library Construction; and (7) outline for building program statement. (NH)

ED 043 356 LI 002 148

Hargrove, Thomas L. Stirling, Keith H.

California State Library: Processing Center Design and Specifications, Vol. V: Cost Analysis. Supplemental Volume

California Univ., Berkeley. Inst. of Library Research.

Spons Agency—California State Library, Sacramento.

Pub Date 70

Note—94p.

EDRS Price MF-$0.50 HC-$4.80

Descriptors—*Automation, Computer Programs, *Cost Effectiveness, *Libraries, Library Services, *Library Technical Processes, Program Design, *State Libraries, Systems Development

Identifiers—California, *Library Automation

Presenting this cost analysis as a supplemental volume, separate from the main report, allows the chief activities in implementing the Processing Center Design to be correlated with costs as of a particular date and according to varying rates of production. In considering the total budget, three main areas are distinguished: (1) Systems Development, (2) Conversion and Maintenance, and (3) Output Services. Separate costs are stated for the different operational phases of Monographs and Serials, although both types of data are considered as sharing management and development costs. The analysis first covers the purpose, scope, allocation and descriptive basis of the three main areas for a six-month preparatory period to establish the Center and three years full production. Appendices include a reprint of the preliminary organizational design (with minor revisions) and supporting details for the three main areas. Volumes I-IV of this report are available as ED number 036 305 to 036 308. (Author/NH)

ED 043 357 LI 002 149

Boice, Eugene T. And Others

The Medical Library Center of New York: A Cost Study.

New York Metropolitan Reference and Research Library Agency, N.Y.

Report No—METRO Misc-Pub-6

Pub Date 70

Note—68p.

EDRS Price MF-$0.50 HC-$3.50

Descriptors—*Cost Effectiveness, *Estimated Costs, *Library Technical Processes, *Medical Libraries

Identifiers—*Medical Library Center of New York

In the fall of 1969, the New York Metropolitan Reference and Research Library Agency (METRO), with the cooperation of the Medical Library Center of New York, began to plan a cost survey of the operations of the Center. The actual period of the survey is from January to June 1970. The survey provides an estimate of income and expenditures for the operation of the Center, based on staff, work performed, and input and output. The end result is the provision of a unit cost for each operation performed by the Center--storage, retrieval, cataloging, delivery and the operation of the Union Catalog of Medical Periodicals. This survey is confined to an analysis of current operations at the Medical Library Center and their costs. No attempt is made to evaluate these operations or propose alternative procedures. (Author/MF)

ED 043 358 LI 002 150

A Plan for a Wisconsin Library and Information Network: Knowledge Network of Wisconsin.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Pub Date 70

Note—109p.

EDRS Price MF-$0.50 HC-$5.55

Descriptors—Information Centers, *Information Networks, *Information Systems, Libraries, *Library Cooperation, *Library Networks, *Library Services

Identifiers—*Wisconsin

A strong library and information network is important to Wisconsin because of the uneven geographic distribution of its population, the dispersion of its university resource centers and heavy concentration of book and other information resources in major cities. This report explores the potential for furthering interlibrary cooperation in Wisconsin by investigating various ways of linking the state's library systems with other information centers into a network. The plan has four main objectives: (1) promote increased sharing of resources by libraries, (2) use modern technology in an appropriate and economical manner to facilitate the distribution of information, (3) equalize the availability of library materials, and (4) create a comprehensive base of library and information materials with a minimum of duplication and processing. The network proposed is constructed of groups of libraries and information centers operating as a consortium without limitation on the nature of their local jurisdictions. The report is divided into three main sections: (1) network philosophy and concept, (2) the library environment in Wisconsin, and (3) development and program plan for a Wisconsin Library and Information Network. (NH)

ED 043 359 LI 002 151

A Program for a National Information System For Physics and Astronomy 1971-1975.

American Inst. of Physics, New York, N.Y. Information Div.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 70

Note—125p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 192 717 MF $.65, HC $3.00)

Document Not Available from EDRS.

Descriptors—Annual Reports, *Astronomy, *Geophysics, *Information Retrieval, *Information Systems, National Programs, Periodicals, *Physics

Identifiers—AIP, *American Institute of Physics, National Information Systems

The current status of the National Information System for Physics and Astronomy which is being implemented by the information Division of the American Institute of Physics is reported in this issue of a series of annual reports on the program. The goals of the system, their relative priorities and the over-all strategy by which they are to be achieved are discussed in Chapter I. Chapter II provides some background material on the community of physicists and astronomers, and the information channels on which they have relied until now, in order to provide the context in which the proposed goals can best be under stood. Chapter III describes the stage of the system which is currently being implemented, and Chapter IV describes the developmental and planning activities which are projected for the future. Additional technical and background material is appended. (Author/NH)

ED 043 360 LI 002 153

Vadala, Julia, Ed.

Hispano Library Services for Arizona, Colorado and New Mexico; A Workshop Held in Santa Fe, New Mexico, April 30, May 1-2, 1970.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Aug 70

Note—45p.

EDRS Price MF-$0.25 HC-$2.35

Descriptors—Biculturalism, Cultural Differences, *Library Programs, *Library Services, *Mexican Americans, Spanish Speaking, Workshops

A three-day continuing education workshop on Hispano cultural and historical perspectives was developed for librarians and library administrators to help them understand the Hispano culture and to help them improve the library services for the Hispano community. Such library services should be based on the cultural, linguistic, and information needs of the Mexican-Americans. This publication of the workshop proceedings includes the major speeches as well as the most meaningful ideas to emerge from the discussions. These action-oriented suggestions can be summarized as follows: (1) patrons should participate in workshops, be selected to membership on boards of trustees, serve as volunteers and library aides; (2) representatives of the community serving on advisory boards should be involved in selecting appropriate materials; (3) librarians could serve as instruments through which bilingual programs might be established; (4) in-service programs on the culture and values of this segment of society should become an integral part of library administration; and (5) librarians should go out into the Hispano community taking materials to the patrons and talking with them about their informational and educational needs. (MF)

ED 043 361 52 LI 002 155

Sharp, Laure M. And Others

Overview of the Library Fellowship Program.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Report No—BSSR-423

Bureau No—BR-9-0268

Pub Date Jul 70

Contract—OEC-3-9-180268-0047(095)

Note—68p.

EDRS Price MF-$0.50 HC-$3.50

Descriptors—Educational Finance, *Evaluation, *Fellowships, Graduate Study, *Grants, Higher Education, *Librarians, *Library Education

Identifiers—*Information Scientists

The findings of a study of the Title II-B program of the Higher Education Act of 1965 are summarized. The program provides grants to institutions of higher education to assist them in training individuals in the principles and practices of library and information sciences (LIS). The results of the first four years of the Title II-B program are evaluated. The objectives of the study were to collect and analyze data on: (1) the characteristics, academic status, and employment status of the fellowship recipients; (2) procedures used by LIS institutions for the application, review and selection of fellowship recipients; (3) the proportion of program-supported students to the number of qualified applicants who would be eligible under an expanded program; and (4) results of the program as measured by rates of degree completion and positions held after completion and by LIS faculty evaluation. The study results strongly suggest that the Title II-B program is successful in its objectives. Many deans also see the Title II-B program as having the indirect benefit of greatly improving the status of library education and librarianship in the views of people outside the library profession. (NH)

ED 043 362 48 LI 002 156

Gillett, Theresa, Comp. McIntyre, Helen, Comp.

Catalog of Luso-Brazilian Material in The University of New Mexico Libraries.

New Mexico Univ., Albuquerque.

Bureau No—BR-6-8599

Pub Date 70

Contract—OEC-4-7-068599-0336

Note—961p.

Available from—Scarecrow Press, Inc. 52 Liberty St., P.O. Box 656, Metuchen, N.J. 08840 ($20.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Foreign Language Books, *Library Collections, *Library Materials, Portuguese, *University Libraries

Identifiers—*Luso Brazilian Materials, New Mexico

The University of New Mexico libraries contain one of the finest collections of Luso-Brazilian materials available in the United States. The more than 10,000 items in that collection, which is especially strong in history and literature and divided almost equally between Portuguese and Brazilian subjects, are listed for the benefit of students, researchers, and librarians. Included are publications issued in Portugal, Brazil, or the Portuguese dependencies; publications in the Portuguese language or translated from the Portuguese language regardless of place of publication; and publications about Portugal, Brazil or the Portuguese dependencies regardless of language or place of publication. Arrangement is by broad subject, with complete bibliographical information. An alphabetical author index is provided. (Author)

ED 043 363 LI 002 160

Standards for Library Services in Health Care Institutions, [Prepared by the Hospital Library Standards Committee Association of the Hospital and Institution Libraries, American Library Association.]

American Library Association, Chicago, Ill.

Pub Date 70

Note—25p.

Available from—American Library Association, 50 E. Huron St., Chicago, Ill. 60611 ($1.75)

Document Not Available from EDRS.

Descriptors—*Institution Libraries, Librarians, *Library Programs, *Library Services, *Library Standards, *Medical Libraries, Personnel Needs

A general statement of standards designed to cover library services in a variety of health care institutions ranging from hospitals to home care programs is presented. Detailed outlines of activities with guidelines for the formulation of library programs suited to individual institution goals are provided. All health care institution libraries generally provide two services: (1) staff education, and (2) patient therapy. Radical changes in concepts of patient care and in health education made it more feasible to consider library services as a part of overall patient care. This unified concept makes it possible to recommend a single set of standards for all health care libraries. The four principal criteria of these standards are: (1) a qualified professional librarian, (2) coordination of the library with other service units, (3) comprehensive planning for total service, and (4) utilization of state libraries as consultants in maintaining standards. When it is not possible to employ a full-time, professional librarian, the following should be considered: (1) use of consultant service or supervisory personnel, (2) sharing resources and services by two or more health care institutions, and (3) use of services supplied through a regional library system. (Author/NH)

ED 043 364 LI 002 161

Progress in Scientific and Technical Communications, 1969 Annual Report.

Federal Council for Science and Technology, Washington, D.C. Committee on Scientific and Technical Information.

Report No—COSATI-70-3

Pub Date 69

Note—156p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 193 386, MF $.65, HC $3.00)

Document Not Available from EDRS.

Descriptors—Annual Reports, *Communications, Government Publications, Information Centers, *Information Dissemination, *Information Networks, Information Retrieval, *Information Services, *Information Systems, Technical Reports

Identifiers—*Committee on Scientific and Technical Information, COSATI

This is the seventh annual report of the Committee on Scientific and Technical Information of the Federal Council for Science and Technology, covering activities for calendar year 1969. It reflects the continued expansion of scientific and technical information activities within the United

States Government, and describes advances made in the communication of such information. Significant achievements of the Federal agencies as well as of the panels and task groups of COSATI are detailed in this report. (Author)

ED 043 365 LI 002 163
Library Service to Industry; Series of Four Workshops.
California State Library, Sacramento.
Spons Agency—California Library Association, Sacramento.
Pub Date 69
Note—246p.
EDRS Price MF-$1.00 HC-$12.40
Descriptors—Communications, *Industry, *Information Centers, *Information Dissemination, Information Needs, Library Cooperation, *Library Reference Services, *Library Services, Use Studies, Workshops

Library services to industry was the theme of four workshops held in Fresno, Altadena, Palos Verdes and Sacramento during March 1969. The composition of the panel at each workshop and the procedure for each panel presentation were basically the same. Each panel had a representative from industry and four practicing librarians: a public librarian, a special librarian serving industry, a college or university librarian, and a reference librarian assigned to service industry from the staff of the California State Library. The objective of the morning session was to show: (1) how each type of library can serve industry, (2) the kinds of information the industrial man can expect from libraries or information systems, and (3) how libraries can work together to supply these needs. During the afternoon session, participants were assigned to discussion groups to discuss one of five topics: (1) role of the reference librarian, (2) the goal of reference work, (3) publicity and public relations, (4) information analysis centers , and (5) interviewing the patron from industry. (See LI 002 164 for a report of the 1970 workshops.) (Author/NH)

ED 043 366 LI 002 164
Library Service to Industry; Series of Two Workshops: [San Diego, June 16, 1970; San Leandro, June 19, 1970.]
California State Library, Sacramento.
Pub Date 70
Note—166p.
EDRS Price MF-$0.75 HC-$8.40
Descriptors—Communications, *Industry, *Information Centers, *Information Dissemination, Information Needs, Library Cooperation, *Library Reference Services, *Library Services, Use Studies, Workshops

In 1969, four Workshops on Library Service to Industry were held in California (see LI 002 163). Expressed interest in additional workshops on the same subject resulted in the two workshops reported here. The composition of the panel at each workshop and the procedure for each panel presentation were basically the same. Each panel had a representative from industry and four practicing librarians: a public librarian, a special librarian serving industry, a college or university librarian, and a reference librarian assigned to service industry from the staff of the California State Library. The objective of the morning session was to show: (1) how each type of library can serve industry, (2) the kinds of information the industrial man can expect from libraries or information systems, and (3) how libraries can work together to supply these needs. During the afternoon session, participants were assigned to discussion groups to discuss one of five topics: (1) role of the reference librarian, (2) the goal of reference work, (3) publicity and public relations, (4) information analysis centers, and (5) interviewing the patron from industry. Mrs. Phyllis I. Dalton, Assistant State Librarian, then summarized the meeting activities and presented conclusions for the day before adjourning the workshop. (Author/NH)

ED 043 367 52 LI 002 166
Goldstein, Samuel And Others
Development of a Machine Form Union Catalog for the New England Library Information Network (NELINET). Final Report.
New England Board of Higher Education, Wellesley, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0404
Pub Date Sep 70
Grant—OEG-0-9-310404-4438(095)
Note—220p.
EDRS Price MF-$1.00 HC-$11.10
Descriptors—*Automation, *Cataloging, Computer Programs, *Information Networks, *Libraries, Program Development, *Union Catalogs
Identifiers—*Library, Automation, NELINET, New England Library Information Network

Based on a literature survey of union cataloging, and New England libraries it was determined that: (1) New England's collective union catalog needs and problems had not been specified, especially regarding the possibilities of machine application; (2) crucial data and analysis needed for such specification was unavailable; and (3) the absence of this data prevented evaluations of relative merits of differing union catalog approaches and of different kinds of machine form catalogs. Three general union cataloging configurations were examined: (1) the single regional union catalog; (2) the combination of six state union catalogs; and (3) the random combination of state and/or interinstitutional union catalogs. Part II of this project was devoted to the development of the essential capabilities for a machine form union catalog of books and a printed union catalog of books for the New England Library Information Network (NELINET). This was accomplished by: (1) a study of machine form union catalog needs; (2) file design for present and projected needs; (3) development of techniques and programs for collecting, storing and updating library holdings data; and (4) development of programs to produce a printed union catalog using the Library of Congress card number as the identifying element. (Author/NH)

PS

ED 043 368 24 PS 001 935
Dennis, Jack And Others
A Pilot Experiment in Early Childhood Political Learning. Report from the Project on Concepts in Political Science.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Report No—WU-WRDCCL-TR-63
Bureau No—BR-5-0216
Pub Date Sep 68
Contract—OEC-5-10-154
Note—33p.
EDRS Price MF-$0.25 HC-$1.75
Descriptors—Child Development, *Concept Formation, *Experimental Curriculum, Grade 2, Grade 4, Instructional Design, *Political Science, Political Socialization, *Primary Grades, Role Playing, Social Studies
Identifiers—SRA Achievement Test, SRA Primary Mental Abilities Test

To determine the effect of early political instruction, a series of basic political concepts were introduced to primary grade children. Using one class of second and one class of fourth graders as control groups and one class of second and another class of fourth graders as experimental groups, a unit of civic instruction was taught during the 2-week period before a national election. The experimental groups received formal instruction in political concepts over a 3-week period and engaged in concept-related role playing activities. All children were given structured interviews before and after the period of instruction; these results were coded. Pre- and post-tests were the Science Research Associates achievement and primary abilities tests. Interview results showed that all groups increased in the average level of political concept-attainment during the election period, but the experimental groups increased more rapidly even when initial levels of political concept attainment and general school achievement were held constant. It is suggested that the young child is capable of understanding more about the political realm than is generally assumed and that school political instruction could profitably begin earlier than it normally does. Appendixes describe concepts, interviews, and changes in political conceptualization. (Author/DR)

ED 043 369 PS 003 132
Halasa, Ofelia
Enrichment Approach Versus Direct Instructional Approach and Their Effects on Differential Preschool Experiences.
Cleveland Public Schools, Ohio.
Pub Date Mar 70
Note—11p.; Paper presented at the American Educational Research Association Convention, Minneapolis, Minnesota, March, 1970
EDRS Price MF-$0.25 HC-$0.65
Descriptors—Academic Achievement, Early Childhood Education, Early Experience, *Educational Strategies, Inner City, *Kindergarten, Predictive Ability (Testing), *Preschool Programs, *Program Effectiveness, Program Evaluation, Reading Achievement, Statistical Analysis, *Teaching Techniques
Identifiers—Metropolitan Reading Readiness Test, Preschool Inventory, Project Head Start, PSI, WPPSI

This study represents a segment of an evaluation of the effects of two diametrically-opposed instructional strategies on inner-city kindergarten children who had varying preschool experiences. The child- and parent-oriented "enrichment" approach was used in one school while the teacher- and goal-oriented "direct instructional" approach was practiced in a separate but comparable school. Children randomly selected from both programs were tested on a variety of measures in October and May. Data were collected on such independent variables as school poverty index (percent of families on welfare), chronological age, number of siblings, ordinal rank of child in family, and school year attendance. Two statistical measures were used: Stepdown Regression Analysis and Analysis of Covariance. Results indicated (1) direct instructional strategy was more effective than enrichment in fostering basic academic skills, (2) effect of preschool experience one year later was limited to reading scores only, and (3) pretest scores were the best predictors of children's performance on posttests of general mental functioning and basic skills. (Author/WY)

ED 043 370 PS 003 215
Early Childhood Education Learning System for Three-and Four-Year-Old Migrant Children, McAllen, Texas. Evaluation Report, 1968-1969.
Southwest Educational Development Lab., Austin, Tex.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date 31 Jul 69
Note—101p.
EDRS Price MF-$0.50 HC-$5.15
Descriptors—*Cognitive Development, Demonstration Programs, Disadvantaged Environment, Health Services, Instructional Improvement, *Mexican Americans, *Migrant Child Education, Parent Attitudes, *Parent Participation, *Preschool Programs, Program Evaluation, Teacher Attitudes
Identifiers—Early Childhood Education Learning System, *Migrant Early Childhood Education Project

This document reports on a program seen as an integral part of a total educational development plan for migrant children. The Early Childhood Education Learning System is an instructional program which includes staff development and parent-school-community involvement. Focus is on the special learning problems of Mexican-American children and the development of bilingual competence. A total of 98 3- and 4-year-old migrant children participated during 1968-1969. Program evaluation is viewed as a continuing process. Part of this evaluation was a pre- and post-testing on the Preschool Attainment Record (PAR) of 2 groups of children, a migrant group from the Early Childhood Education system and a non-migrant group from regular day care centers. On the pretest, the non-migrant children scored higher. However, the posttest showed that the children in the experimental program made greater developmental gains than the other children. Children whose teachers had high scores on the Minnesota Teacher Attitude Inventory performed better on the PAR than students whose teachers had low scores. Parents who participated in the parent activities scored higher on an educational attitude scale than non-participating parents. (MH)

ED 043 371 PS 003 288

Rodman, Hyman Voydanoff, Patricia

Social Class and Parents' Aspirations for Their Children. Research Report No. 3 (Revised).

Merrill-Palmer Inst., Detroit, Mich.; Michigan State Univ., East Lansing. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—OEO-4118

Pub Date Nov 69

Note—31p.

EDRS Price MF-$0.25 HC-$1.65

Descriptors—Academic Achievement, Educational Status Comparison, Interviews, Kindergarten Children, Negroes, Occupational Aspiration, *Parental Aspiration, Parental Background, Parents, Preschool Children, *Social Class

In contrast to previous research, this study assumes a range of aspirations for individuals, rather than a single level. The basic hypothesis is that social class is related to the width of the range; that is, the lower the social class level the wider the range of aspiration. Interviews were conducted with parents of 255 Negro kindergarten and pre-school children, representing both lower class and middle class backgrounds. The criterion for selection as lower class was that neither parent had gone beyond high school in his education; for middle class, that both parents had finished high school and at least one parent had gone beyond high school. The hypothesis was supported for both educational and occupational aspirations, using a variety of operational measures. To the extent that lower class parents have a wider range of aspirations, with a peak as high as the middle class peak, there is a built-in potential for mobility. To encourage mobility it is important to provide opportunities and to establish a conviction of their attainability. This document is an expanded version of ED 030 482. (Author/NH)

ED 043 372 PS 003 307

Dudek, S. Z. Dyer, G. B.

A Longitudinal Study of Piaget's Developmental Stages and of the Concept of Regression.

Pub Date [69]

Note—12p.

EDRS Price MF-$0.25 HC-$0.70

Descriptors—*Child Development, *Cognitive Development, *Cognitive Measurement, Cognitive Tests, Conservation (Concept), Developmental Tasks, Intellectual Development, Kindergarten, Logical Thinking, *Longitudinal Studies, Mental Development, Primary Grades, *Statistical Analysis

Identifiers—Piaget, Wechsler Intelligence Scale for Children

Analysis of 65 children over a 4-year period on tests of operational and causal thinking offers support for Piaget's notion of stage progression. In kindergarten and grade one, the majority of children in this longitudinal study were between preoperational and the achievement stage of operational thought. By grade two, the majority had attained the terminal stage on seven of nine tests given. By grade three, the children achieved terminal stages on all tests. Over a 3-year period only eight true regressions occurred. This number constituted less than one percent of the total possible regressions. Both the Piaget test scores and the Wechsler Intelligence Scale for Children measures were slightly higher for the regressing children. In this study, "regressing children" were not less intelligent than nonregressing children. However, the numbers were too small to warrant any conclusions. (WY)

ED 043 373 PS 003 310

Randhawa, B. (Randy)

Intellectual Development and the Ability to Process Visual and Verbal Information.

Saskatchewan Univ., Saskatoon. Extension Div.

Spons Agency—Ontario Inst. for Studies in Education, Toronto.

Pub Date 2 Mar 70

Note—22p.; Ppaer presented at the annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March 2-6, 1970

EDRS Price MF-$0.25 HC-$1.20

Descriptors—Aural Stimuli, Comprehension Development, *Conceptual Schemes, *Information Processing, *Intellectual Development, Language Role, *Primary Grades, *Psycholinguistics, Response Mode, Sociolinguistics, Statistical Analysis, Task Performance, Visual Stimuli

Forty randomly selected school children, in four treatment groups of ten each (each comprised of children from the 5, 8, and 12 year age levels) participated in a study to determine the extent to which the capacity for information processed by a child increases in amount with development. Apprehension span (perception and transformation of aural or visual inputs leading up to reconstruction or verbal description output) was measured. A specially designed form board varying on three binary dimensions and thirty-two plastic geometric shapes varying on five binary dimensions was the basic test material to which a subject responded by either describing or reconstructing a given stimulus design. Scores were calculated on the basis of match between the reference subset of shapes and the form board performance. A 3 x 2 x 2 complete factorial design was used. Results indicate that there is a differential decrease in differences in the apprehension span of children with development. Correlations between the total of eight apprehension span tasks and the Primary Mental Abilities Test support the conclusion that information is processed through the non-verbal mode and bottlenecks in a child's processing of information are mainly those involving translation into and out of another medium such as language. (WY)

ED 043 374 PS 003 336

Emlen, Arthur C.

Realistic Planning for the Day Care Consumer.

Oregon Univ., Portland.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 18 Mar 70

Note—29p.; Expanded version of paper presented at the National Conference on Social Welfare, Chicago, Illinois, June 4, 1970

EDRS Price MF-$0.25 HC-$1.55

Descriptors—Child Care Centers, Child Development Centers, *Child Welfare, Day Care Programs, *Day Care Services, Discriminatory Attitudes (Social), *Facility Utilization Research, Family Involvement, Mother Attitudes, Negative Attitudes, *Neighborhood Centers, *Private Agencies, Program Planning, Working Parents

This paper questions public attitudes of disparagement toward child care that is privately arranged in neighborhood homes, and cites research to show that the widespread non-use of organized facilities is based on realistic alternative patterns of day care behavior. Some determinants of day care use are discussed, and an understanding of utilization behavior is seen as the key to developing quality day care of different kinds. (Author)

ED 043 375 PS 003 345

Sulzer, Jefferson L.

Behavioral Data from the Tulane Nutrition Study.

Tulane Univ., New Orleans, La.

Pub Date 29 Dec 70

Note—23p.; Paper presented at the meeting of the American Association for the Advancement of Science, Boston, Massachusetts, December 29, 1970

EDRS Price MF-$0.25 HC-$1.25

Descriptors—*Biological Influences, Data Analysis, Individual Differences, Intellectual Development, Longitudinal Studies, Measurement Techniques, *Nutrition, *Performance Factors, Physical Health, Preschool Children, Prognostic Tests, Psychological Testing, *Relationship, *Task Performance

Identifiers—Project Head Start, *Tulane Nutrition Study

Does nutritional deficiency retard psychological development? The Tulane Nutrition Study reports the first segment of its research based on extensive analysis of psychological and nutritional data gathered predominately on children who attended five, 6-week Head Start programs. Scores on a battery of eight psychological tests and two hematological measures (hematocrits and hemoglobin) provided baseline indices of psychological and nutritional status. Initial statistical tests failed to show differences that could be reliably interpreted as developmental retardation. Further analysis involved a pilot study in which dietary intervention produced an improvement in blood levels for the most deficient subgroup. No generalizations can be made until subsequent analysis (1) resolves issues raised by age, (2) controls for initial lack of equivalence in intervention groups, and (3) examines individual differences in nutrition and behavior profiles. Future research will focus on individual cross-sectional approaches and on follow-up studies involving selected children. (WY)

ED 043 376 24 PS 003 394

Resnick, Lauren B. Wang, Margaret C.

Approaches to the Validation of Learning Hierarchies.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0253

Pub Date Jun 69

Contract—OEC-4-10-158

Note—42p.; Paper presented at the Eighteenth Annual Western Regional Conference on Testing Problems, San Francisco, California, May 9, 1969

EDRS Price MF-$0.25 HC-$2.20

Descriptors—*Cognitive Development, *Componential Analysis, Developmental Psychology, Learning Processes, *Learning Theories, Measurement Techniques, Research Methodology

Identifiers—*Multiple Scalogram Analysis

This paper describes a program of research in the application of scalogram analysis to the validation of learning hierarchies, together with the development of an alternative method for assessing hierarchical relationships among tests of instructional objectives. The relationship between scalability of tests and positive transfer between objectives in the course of learning is discussed and experimental transfer studies testing hierarchical hypotheses are described. Related research by developmental and learning psychologists and by test designers is discussed along with the authors' own research. (Author)

ED 043 377 24 PS 003 401

Gordon, Susa n B.

Ethnic and Socioeconomic Influences on the Home Language Experiences of Children.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2827

Pub Date Mar 70

Contract—OEC-4-7-062827-3078

Note—35p.

EDRS Price MF-$0.25 HC-$1.85

Descriptors—Acculturation, American Indians, Environmental Influences, *Family Environment, Grade 1, *Interaction Process Analysis, *Language Ability, Language Development, Language Enrichment, *Parent Child Relationship, Parent Role, Second Language Learning, Socioeconomic Status, Spanish Americans, Tables (Data), *Teaching Models

Identifiers—Language Model Matrix

The major hypothesis of this study is that a significant relationship exists between English language ability (as measured by the Illinois Test of Psycholinguistic Abilities (ITPA) Full-Scale score) and language-modeling by the mother (as measured by the Mother-Child Interaction score on the Language Model Matrix), and between English language ability and total home language-modeling (as measured by the Total Interaction score on the Language Model Matrix). Subhypotheses state that English language ability, language-modeling by the mother, and total home language-modeling significantly differ according to (1) ethnicity, (2) socioeconomic status (SES), and (3) language model type. The sample consisted of first-grade children: 50 Navajo Indian, 55 Pueblo Indian, and 50 rural Spanish-American. A Language Model Matrix was designed to provide an operational framework. Test results support the major and sub-hypotheses. As acculturation and SES increase, so does the quantity of verbal interaction in the home. Programs to alleviate poverty, and to teach mothers how to teach their children, are of vital importance in the elimination of linguistic disadvantagement. (Author/NH)

ED 043 378 24 PS 003 406

Badger, Earladeen

Mothers' Training Program: Educational Intervention by the Mothers of Disadvantaged Infants.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1181
Pub Date Aug 68
Contract—OEC-6-10-235
Note—93p.
EDRS Price MF-$0.50 HC-$4.75
Descriptors—Attention Span, *Culturally Disadvantaged, *Educational Programs, Group Discussion, *Home Instruction, Home Visits, *Infants, Intervention, Language Development, Learning Motivation, Mental Development, Mother Attitudes, *Mothers, Motor Development, Parent Role

Twenty mothers of culturally disadvantaged children took part in a program of self-help which was both child- and mother-centered. Two groups of ten mothers each met weekly with two staff members over an 8-month period and were trained to tutor their infants (1 to 2-years-old) in their homes. Fifteen of the initial 20 mothers remained in the program a second year. The program included: (1) training mothers to use educational toys and materials to stimulate their children's learning in sensory-motor, concept, and language development; (2) discussion of child-rearing problems; (3) fostering attitude change through sharing ideas; and (4) helping the mothers to develop self-confidence and responsibility. Regular home visits were made by staff members to observe mothers working with their babies and to make helpful suggestions. The implementation section of this report describes recruitment of mothers and selection of educational materials. Also given is an account of the weekly meetings which emphasized verbal interaction and involvement of the group and their leader. At the end of the training period each mother completed a questionnaire evaluating the program. Both these evaluations and staff judgments indicated that the program was successful in meeting its objectives. (NH)

ED 043 379 PS 003 416
Meier, John H. And Others
An Education System for High-Risk Infants: A Preventive Approach to Developmental and Learning Disabilities.
Colorado Univ., Denver. Medical Center.
Pub Date Mar 70
Note—59p.
Available from—"Disadvantaged Child, Volume III," J. Hellmuth (Ed.) Nov. 1970. Brunner-Mazel Publishers, 80 East 11th Street, New York, NY 10003 ($12.50)
Document Not Available from EDRS.
Descriptors—Curriculum Development, *Curriculum Planning, Developmental Programs, *Early Childhood Education, Early Experience, Enrichment Programs, Environmental Influences, *Infancy, *Intervention, *Learning Disabilities, Parent Participation, Remedial Instruction, Research Reviews (Publications)

This paper reviews recent literature in the field of infant education, presents a rationale for developing a systematic program of infant education, and suggests how this might be accomplished. Developmental research has shown that experiential deprivation, whether environmentally or neurologically caused, is the major factor in mental retardation and learning disability. If this factor can be minimized by giving potentially handicapped (high-risk) infants appropriate and therapeutic experiences, these disabilities can be minimized or prevented. A multiphasic program of education of the high-risk infant should be initiated at as early an age as possible. Two approaches used are the enriched day care setting, and the training of mothers in programs of infant stimulation in the home. It is suggested that an infant curriculum include: (1) a solid conceptual rationale, (2) an inventory of infant development which uses valid assessment instruments and skilled observations, (3) a systematic method of teaching those who will teach parents and babies, (4) a detailed curriculum of sequential and hierarchical experiences, and (5) an additional remediation system which can be used when special intervention techniques are needed. (Author/NH)

ED 043 380 PS 003 421
Spaulding, Robert L. Katzenmeyer, William G.
Effects of Age of Entry and Duration of Participation in a Compensatory Education Program.
Duke Univ., Durham, N.C.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 21 Apr 69
Note—11p.; Paper presented at the Preschool Conference, Westbury Campus, Hofstra University, Hempstead, New York, April 21, 1969
EDRS Price MF-$0.25 HC-$0.65
Descriptors—Comparative Analysis, *Compensatory Education Programs, *Educational Development, *Intellectual Development, *Intelligence Quotient, Preschool Children, Primary Grades, *Program Evaluation, Readiness (Mental), Tables (Data)
Identifiers—Durham Education Improvement Program

One of a series of reports evaluating the Durham Education Improvement Program, this study concentrates on assessing the influence of age-of-entry on subsequent changes in performance on intelligence tests. Changes in intelligence quotient scores for two age-at-entry groups (3-, 4-, 5-year-olds combined and 6-year-olds) were correlated after one and two years of participation in the program. Although significant increases in measured intelligence were found after both one and two years in the program, no one entry age afforded greater increases in scores than another. (Tables are included). (WY)

ED 043 381 PS 003 422
Sibley, Sally A. And Others
Modification by Social Reinforcement of Deficient Social Behavior of Disadvantaged Kindergarten Children.
Duke Univ., Durham, N.C.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date [67]
Note—16p.
EDRS Price MF-$0.25 HC-$0.90
Descriptors—*Behavior Change, Disadvantaged Youth, Interaction Process Analysis, Kindergarten Children, Positive Reinforcement, *Socially Maladjusted, *Social Reinforcement, Social Relations, *Student Teacher Relationship, Teacher Behavior, *Teacher Influence

Positive social reinforcement (teacher attention) was used to modify the deficient social behavior of two disadvantaged Negro kindergarten children. Subjects were a girl who showed a very high amount of isolate behavior, and a boy who usually played alone, or with girls to the exclusion of boys. Data were collected for one month during half hour periods on subjects' isolate, parallel, and interactive behavior. Interactions of teachers with the subjects were recorded and classified as positive, neutral, or directive. For four days distributed throughout the study, data identical to that on the subjects were collected on the rest of the class to provide norms. Treatment programs planned for the two children involved teacher attention (positive or neutral), contingent on parallel or interactive play. For the boy, isolate play and play with girls was to be ignored; for the girl, isolate play was to be ignored. During treatment, these behaviors showed significant decreases. Extinction and reintroduction of the reinforcement programs were instituted to demonstrate their control over the subjects' social behavior. Teacher reinforcement was evidently the crucial variable factor as subjects' parallel and interactive play decreased during the extinction period. (NH)

ED 043 382 PS 003 427
Skinner, Angela E. Castle, Raymond L.
78 Battered Children: A Retrospective Study.
National Society for Prevention of Cruelty to Children, London (England).
Pub Date Sep 69
Note—24p.
Available from—NSPCC Information Department, 1 Riding House Street, London W1P 8AA. (Five shillings, $0.65)
Document Not Available from EDRS.
Descriptors—Affective Behavior, *Case Records, *Child Abuse, *Child Welfare, Family (Sociological Unit), Family Problems, Intervention, Literature Reviews, Parental Background, *Parent Child Relationship, Tables (Data)

The National Society for the Prevention of Cruelty to Children financed this study of the battered-child syndrome and provided case study data on a sample of 78 battered children under the age of 4 years, from low socioeconomic status families. Case study information was transferred to a precoded questionnaire. Tables of demographic and medical data on parents and children are included in this report. Fifty-six percent of the children in the sample were less than a year old, emphasizing that risk occurs at a very young age. Study findings indicate that relatively minor bruises and facial trauma often signal the beginning of increasingly violent injury, avertible by early diagnosis and intervention. In families where the first child was battered, chances were 13 to 1 that a subsequent child would be injured. The reliability of previous suggestions that one child is often singled out for battering is therefore questionable. The parents appeared to have long-standing personality problems (habitually agressive and/or emotionally impoverished) heightened by the demands of parenthood. Too frequent observation of battering families by many workers without specific treatment goals can increase family stress and is not in the child's interest. There is a great need for earlier recognition and protection of the battered child and for therapeutic services for the parents. (NH)

ED 043 383 PS 003 432
Alexander, Theron
Emotional Characteristics of Disadvantaged Children of Appalachia.
Temple Univ., Philadelphia, Pa. Child Development Research and Evaluation Center for Head Start.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date [67]
Note—11p.; Paper is part of the Annual Report of the Child Development Center, Temple University, Philadelphia, Pennsylvania
EDRS Price MF-$0.25 HC-$0.65
Descriptors—*Cultural Differences, Culturally Advantaged, Culturally Disadvantaged, Disadvantaged Environment, *Emotional Development, *Environmental Influences, *Environmental Research, Language Usage, Negative Attitudes, Pictorial Stimuli, Psychological Patterns, Stimulus Behavior
Identifiers—Appalachia

Children living in the deprived environment of Appalachia were studied to determine if they showed a limited verbal response to stimuli in their environment, and if their emotional characteristics differed from those of advantaged children. An earlier study (1957) of American Indian children living on a reservation provided the stimulus for this research. The subjects were 93 white, 6-year-old boys and girls. Of this number, 34 were from a disadvantaged, rural background and 59 from a middle class, urban background. The subjects in both groups were shown five cards with photographs of human figures whose activity and emotion were ambiguous, and the verbal responses of each child were written down as he talked about them. The percentage of the children in the two groups using positive words was relatively similar. However, the percentage of disadvantaged children using negative words such as "fight," "mad," "sad," and "scold," was more than twice as great as the percentage of advantaged children using negative words. The tendency to perceive non-threatening or neutral stimuli as hostile, if persisting to adulthood, may adversely affect both the individual and society, and should be taken into account when planning ameliorative educational programs. (NH)

ED 043 384 PS 003 442
Wuellner, Lance
The Effect on Aggression of Variation in Amount of Opportunity for Play. (Internal Report).
Illinois Univ., Urbana. Children's Research Center.
Spons Agency—Illinois State Dept. of Mental Health, Springfield.; National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date [69]
Note—12p.
Available from—University of Illinois, Children's Research Center, Urbana, Illinois
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—Affective Behavior, *Aggression, Behavior Patterns, Classroom Observation Techniques, *Environmental Influences, Group Behavior, *Interaction Process Analysis, Middle Class, *Physical Environment, *Preschool Children

The effect of a high-opportunity (HO) versus a low-opportunity (LO) play environment on the aggression of preschool children was investigated,

hypothesizing that the LO play environment will elicit significantly more aggression than the HO play environment. The two environments were presented randomly to one group of 10 4-year-olds, five of each sex, on 12 consecutive 15-minute play sessions, with the stipulation that each environment be presented six times. There was no pre-experimental familiarization period due to information, later proven incorrect, that the subjects were adequately familiar with all the play apparatus. Results indicate that the high-level aggression in the first two LO sessions is solely responsible for the significant difference between the aggression in the LO versus the HO environments. Anecdotal records indicate that this high-level aggression can be attributed to a novel piece of equipment, a rocker, resulting in a recommendation for further study of the relation between novelty and aggression. The discussion identifies some factors relevant in the aggression education of young children. The design of similar studies using subjects who would presumably exhibit high-level aggression in high-opportunity environments is recommended. (Author/NH)

ED 043 385 PS 003 443

Wuellner, Lance

Gross Activity of Children at Play. (Internal Report).

Illinois Univ., Urbana. Children's Research Center.

Spons Agency—Illinois State Dept. of Mental Health, Springfield.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [70]

Note—10p.

Available from—University of Illinois, Children's Research Center, Urbana, Illinois

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—Correlation, Data Collection, Equipment Utilization, *Hypothesis Testing, *Measurement Instruments, Measurement Techniques, *Motor Reactions, Photography, Physical Activities, *Physical Environment, Predictive Ability (Testing), *Preschool Children

Time-lapse photography was used to record the gross play activity of preschool children, rated according to three measures of equipment use and three measures of movement. The definition and derivation of these measures was outlined, and five hypotheses were presented and tested concerning the variability and interrelation of the measures. Analysis of the data suggests that factors influencing play are so complex that present attempts at predicting group activity trends may be premature. Further work is needed in the definition and isolation of stimulus parameters of the physical environment so that the interpretation of play behavior is simplified and made more relevant for the individual child. It is suggested that individual trends must be investigated before a complete understanding of group play patterns can be achieved. (Author/NH)

ED 043 386 PS 003 444

Bishop, Doyle W. Chace, Charles A.

Parental Conceptual Systems, Home Play Environment, and Potential Creativity in Children.

Illinois Univ., Urbana. Children's Research Center.

Spons Agency—Illinois State Dept. of Mental Health, Springfield.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [69]

Note—26p.

EDRS Price MF-$0.25 HC-$1.40

Descriptors—Behavior Patterns, *Creative Ability, Creative Development, Creative Expression, Creativity Research, *Family Environment, *Parent Attitudes, *Preschool Children, Psychological Patterns, *Thought Processes

Parents differing along a concreteness-abstractness dimension of conceptual development, as defined by the model of Harvey, Hunt, and Schroder, described their attitudes and practices regarding their children's home play environment. This was done using structured questionnaires. Potential creativity of the 3- and 4-year-old children themselves was measured by indicators of complexity and variety of performance on a laboratory play task. Parents' questionnaire responses were analyzed in terms of the complexity, novelty, autonomy, and exploratiiveness of the home play environment. Parents' levels of conceptual development were than compared on the questionnaire responses and the children's performance scores. The results for fathers showed no significant differences. The results for mothers indicated that more abstract mothers had more positive attitudes toward and were more likely than more concrete mothers to provide complex, novel, autonomous, and explorative play situations for their children. The children of more abstract mothers also showed more complex and varied behavior on the preformance task. These results were unrelated to differences among parents on certain demographic variables--age, income, education, and occupational prestige. The results were discussed in terms of the roles of parental conceptual development and the home play environment in affecting potential creativity. (Author)

ED 043 387 PS 003 457

McCall, Robert B.

Issues and Implications of the Distribution of Attention in the Human Infant.

Fels Research Inst., Yellow Springs, Ohio.

Pub Date Apr 70

Note—10p.; Paper presented at the symposium on Behavioral Testing of Neonates and Longitudinal Correlations, Childbirth Research Center, London, England, April, 1970

EDRS Price MF-$0.25 HC-$0.60

Descriptors—*Attention, Attention Span, Cognitive Processes, Infant Behavior, *Infants, *Mental Development, *Predictive Ability (Testing), Response Mode, Stimuli, *Stimulus Behavior

Studies of the infant's distribution of attention to stimuli of varying complexity, and of his differential attention to familiar versus novel stimuli (discrepancy), have attempted to shed light on the development of cognitive structures in the non-verbal infant. The subjects have typically been normal infants ages 4 to 6 months. For testing, the infant is placed in an infant seat on a table in a small room, with the mother seated to the side and rear of him. Visual or auditory stimuli are presented to the infant and his response behavior is recorded. Two dependent variables measured have been first fixation (the length of the infant's first visual fixation to the stimulus during any single presentation), and cardiac deceleration (the degree to which the infant's heart rate slows during a fixation). Past studies are cited regarding their differing emphases on particular aspects of attention and their findings on individual differences. Typically, the infant habituates (responds less) to repeated presentations of stimuli. Work in this area is just beginning, but study results thus far indicate that habituation and response to discrepancy may be important indices of cognitive functioning. (NH)

ED 043 388 PS 003 460

Alexander, Theron And Others

Child Development Research and Evaluation Center for Head Start, Temple University, 1968 - 1969. Annual Report.

Temple Univ., Philadelphia, Pa. Child Development Research and Evaluation Center for Head Start.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—OEO-4126

Pub Date 31 Aug 69

Note—278p.

EDRS Price MF-$1.25 HC-$14.00

Descriptors—Achievement Need, *Cognitive Measurement, *Culturally Disadvantaged, Emotional Development, Evaluation Methods, Measurement Instruments, Motivation, Negro Dialects, *Personality Assessment, *Preschool Programs, *Program Evaluation, Research Projects, School Environment, Tables (Data), Teacher Characteristics

Identifiers—*Project Head Start

This report of the third year of a Head Start study indicates the diverse range of information gathered on two types of programs (Philadelphia's inner city and Appalachian follow-up) in which the Child Development Research and Evaluation Center at Temple University participated. Subjects in the Philadelphia sample were 158 Negro children equally balanced between the sexes who had attended any one of twelve Head Start centers. In the Appalachian sample, the majority of the 41 subjects were Caucasian. They (1) had previously experienced at least a year of Head Start (2) had been tested in the 1967-1968 evaluation program, and (3) were currently in the first grade. Investigations of cognitive, social-emotional, and physical development which utilized both standardized and specially developed instruments were undertaken. Tabular presentations of test data are included. Faculty studies and research projects which relate to assessment of the continuing influence of Head Start are also included in this document. (WY)

ED 043 389 PS 003 651

Wiener, Gerald

Long Term Study of Prematures: Summary of Published Findings.

Johns Hopkins Univ., Baltimore, Md. School of Hygiene and Public Health.

Pub Date [68]

Note—56p.

EDRS Price MF-$0.25 HC-$2.90

Descriptors—Arithmetic, *Body Weight, *Correlation, Discriminant Analysis, Followup Studies, Growth Patterns, Intelligence Differences, Longitudinal Studies, *Low Achievement Factors, Measurement Techniques, *Mental Development, Neurological Defects, *Premature Infants, Reading Achievement

Are children intellectually impaired as a result of low birth weight and does relative impairment change as children grow older? Premature infants from a range of socioeconomic groups were studied in five rounds over 13 years to provide neurological, psychological, achievement, and sociological data on 582 children in three birth weight groups. A summary based on the final round makes these points: (1) Birth weight is related to reading and arithmetic achievement when social class and race are controlled, (2) Birth weight remains a significant correlate when an attempt is made to control for neurological status (estimated at age 40 weeks), (3) The correlation between indices of mental development and late adolescent intellectual behavior approaches zero, (4) Arithmetic is apparently more sensitive as an indicator of impairment due to birth weight than is reading, (5) None of the statistical interactions between race, social class, birth weight, and achievement were significant. (Tables make up one-half of the document.) (WY)

ED 043 390 PS 003 653

Bryan, James H. And Others

Words and Deeds about Altruism and the Subsequent Reinforcement Power of the Model.

Northwestern Univ., Evanston, Ill.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date [70]

Note—13p.

EDRS Price MF-$0.25 HC-$0.75

Descriptors—*Behavior Patterns, Identification (Psychological), *Imitation, Interaction Process Analysis, *Models, *Primary Grades, Reinforcers, Social Influences, Social Reinforcement, *Verbal Operant Conditioning

Identifiers—Altruism

Ninety-six second and third grade children were exposed to one of six types of videotaped models. Children witnessed an adult female practice either charitable or selfish behavior. One-third of the subjects in each group heard the model exhort either charity or greed or verbalize normatively neutral material. Following this exposure, half the children within each group received social reinforcements from the model for responses minimizing material rewards, while the other half obtained no social rewards. An interaction of model's practices, preachings and social reinforcements was found: the model who practiced and preached charity and rewarded self-denial responses elicited the greatest number of such responses from the children. The model who preached and practiced charity but did not reward it, elicited the least number of the responses. Children's judgments of the model's niceness were determined by the model's preachings and practices, not by the rewards. (Author)

ED 043 391 PS 003 657

The Sample: Children Tested in 1969 Operations in the Head Start Year. Disadvantaged Children and their First School Experiences, ETS-Head Start Longitudinal Study.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—OEO-4206

Pub Date Feb 70
Note—41p.
EDRS Price MF-$0.25 HC-$2.15
Descriptors—Data Collection, *Disadvantaged Youth, *Educational Experience, Family School Relationship, *Interaction Process Analysis, Longitudinal Studies, *Measurement Goals, *Research Methodology
Identifiers—*Project Head Start

This report, the third in a series, describes a Head Start longitudinal study of the complex interactions that may take place among child, family, community and program variables. Chapter 1 describes the initial longitudinal sample, based upon information on sex, race, Head Start enrollment, and socioeconomic status. Analyses are given of mothers' and fathers' education and occupation. Chapter 2 gives an account of data collection during the current year of the study, when the children were first enrolled in Head Start classes. The study design calls for two lines of investigation: follow-up of the longitudinal sample, and study of appropriate cross-sectional groups (kindergarten through grade 3). The Personal Record of School Experience (PROSE) and the Classroom Observational Rating Scale (Personality) were used throughout the program year to record the children's relationships with peers, teachers, and classroom materials. The children were tested also on a variety of measures of mental, motor, and personality development. Additional data were collected from parent interviews and classroom observations. Teacher and school administrator questionnaires are in preparation. The cross-sectional study had not been done at the time of this report. (NH)

ED 043 392 PS 003 663
Looft, William R.
Children's Judgments of Age.
Wisconsin Univ., Madison. Dept. of Educational Psychology.
Pub Date Mar 70
Note—12p.; An abbreviated version of this paper was presented at the meeting of the American Educational Research Association, Minneapolis, Minneaota, March, 1970
EDRS Price MF-$0.25 HC-$0.70
Descriptors—*Age Differences, *Childhood Attitudes, *Comparative Testing, Elementary School Students, Figural Aftereffects, Logical Thinking, *Perceptual Development, Pictorial Stimuli, Preschool Children, Recognition, *Stimulus Behavior

Sixty-three children ranging in age from three to nine years made age judgments on drawings of human figures. The stimuli consisted of four different male figures drawn according to typical physical characteristics of the middle-aged adult, adolescent, child, and infant. The figures were reproduced in two sizes and were presented to the subjects in a paired comparison procedure. Children's accuracy in determining the older of the two figures on each stimulus card increased steadily over the seven age levels. The errors of young subjects were primarily due to a figural-size response set. Older children made increasing use of other physical features in making their judgments. (Author/WY)

ED 043 393 24 PS 003 856
Prediction of Readiness in Kindergarten and Achievement in the First Primary Year. Study Number Two.
University City School District, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-1328
Pub Date Jan 70
Contract—OEC-3-7-061328-0322
Note—15p.
EDRS Price MF-$0.25 HC-$0.85
Descriptors—*Academic Achievement, Correlation, *Grade 1, Kindergarten Children, Learning Readiness, Measurement Instruments, *Predictive Ability (Testing), *Predictive Measurement, *Readiness (Mental), Tables (Data), Test Selection
Identifiers—Complete Assessment Battery, Illinois Test of Psycholinguistic Abilities, Metropolitan Readiness Tests, Stanford Achievement Test

A 4-year United States Office of Education prekindergarten-kindergarten series of research studies has provided data useful in predicting school success. The present study compares test scores of the Complete Assessment Battery administered before the children entered kindergarten with scores of the same children on the Metropolitan Readiness Tests at the end of kindergarten and on the Stanford Achievement Test at the end of the first primary year. Test scores of 48 boys and 55 girls were combined as age and sex differences in readiness and achievement were not statistically significant. Whole and part test scores were treated separately. The Illinois Test of Psycholinguistic Abilities, Language Quotient (ITPA-lQ) proved to be a reasonably good predictor of performance on the Metropolitan Readiness Tests, and predictability was increased by using only three ITPA subtests and the test of Visual-Motor Integration (MVI) instead of the whole ITPA battery. Performance on the Stanford Achievement Test could be predicted best by using one ITPA subtest (Auditory-Vocal Association) and the test of VMI. Throughout the study, ITPA-3 proved to be the best single predictor. (Author/NH)

ED 043 394 PS 003 920
Prescott, Elizabeth And Others
An Institutional Analysis of Day Care Program. Part II, Group Day Care: The Growth of an Institution. Final Report.
Pacific Oaks Coll., Pasadena, Calif.
Pub Date Jul 70
Note—187p.
EDRS Price MF-$0.75 HC-$9.45
Descriptors—Certification, *Community Role, Conflict Resolution, Day Care Programs, *Day Care Services, *Decision Making, Early Childhood, Equipment Standards, Food Standards, Institutional Administration, Institutional Facilities, Instructional Staff, *Leadership Responsibility, *Standards
Identifiers—California

This monograph continues an analysis of group day care as a social institution, particularly as it has developed in southern California. Part I discussed ways in which communities obtain day care facilities, concentrating on changes in community opinion and environment which influence the existence of day care centers. Part II focuses on the decision-making process with regard to the background of problems met in setting up community day care. The role of money as a great facilitator is emphasized throughout the report. Licensing, standards, and staffing of day care facilities are examined. However, communities should recognize that idealized standards do not, in themselves, promote quality. Rather, committed leaders who can find a responsive environment for quality day care programs are vitally important. How the leadership network came into being and how it operates to promote its concerns is discussed. A consideration of issues bearing on the future of day care concludes the report. Appendixes include questionnaires used in the preparation of this report, qualifications for a children's center permit, and the permit authorizing service in instruction in children's centers. (NH)

ED 043 395 24 PS 003 984
Smothergill, Nancy L.
The Preschool Child's Ability to Follow Directions.
Syracuse Univ., N.Y. Syracuse Center for Research and Development in Early Childhood Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.
Pub Date Nov 69
Note—17p.; Paper presented at the annual meeting of the National Association for the Education of Young Children, Salt Lake City, Utah, November, 1969
EDRS Price MF-$0.25 HC-$0.95
Descriptors—*Ability Identification, Abstraction Levels, Caucasian Students, *Comprehension, *Interpretive Skills, Listening Comprehension, Middle Class, *Preschool Children, Success Factors, Symbolic Learning, *Task Performance, Verbal Communication

The first of this series of studies on the ability of young children to follow directions was designed to find out which is easier for a preschool child: to follow directions given only by demonstration or given only verbally. Subjects were 108 white, middle class, 4-year-olds enrolled in a nursery school. Each teacher tested the children in her class to determine their understanding of relational words and their ability to follow individual directions. Study results showed no significant difference between scores of children asked to follow a verbal command and those asked to follow directions given by demonstration. A second study investigated children's ability to follow either novel or additive sequential directions. There were 30 children in each group. It was found that children could handle significantly more directions in the additive condition than in the novel. A replication-extension of this study (40 subjects) showed that use of incentive did not increase the number of directions remembered. In another study, conditional directions scaled from easy to difficult were used and more than one-half the subjects successfully completed all of the conditional directions. A map study involving the need to follow symbolic code directions showed that children were able to use the code when the transfer of the code to the real life environment was fairly obvious. (NH)

ED 043 396 24 PS 004 000
Katz, Lilian G.
Early Childhood Education as a Discipline.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Information, Technology, and Dissemination.
Bureau No—BR-0-0288
Pub Date Sep 70
Contract—OEC-0-70-2623
Note—15p.
EDRS Price MF-$0.25 HC-$0.85
Descriptors—Administration, Curriculum, *Definitions, *Development, *Early Childhood Education, Educational Philosophy, *Educational Problems, Kindergarten, Parental Background, Parent Participation, Physical Environment, Preschool Education, *Research Needs, Student Characteristics, Teacher Characteristics

Early childhood education is defined as group settings which are deliberately intended to effect developmental changes in children in the age range from birth up to the age of entering first grade. The following parameters of early childhood education are proposed and explored: (a) characteristics of clients, (b) characteristics of teachers and assisting adults, (c) curriculum, (d) philosophical orientation and historical factors, (e) parent power, (f) administrative factors and sponsorship, (g) length of program, and (h) physical plant and climate. A matrix is generated from these parameters, in order to demonstrate that early childhood education is a complex field deserving of extensive analysis. The focus today seems to be either on characteristics of clients or on program organization, with the assumption that packaged early childhood education programs may be used in situations which are not analagous, with positive results. Although these two parameters are of major importance, it is emphasized that an increased understanding of all the parameters of early childhood education, and the ways in which they interact and influence each other, may make it more possible to successfully translate theory into practice. (Author/NH)

ED 043 397 PS 004 025
From Theory to Operations. Disadvantaged Children and Their First School Experiences, ETS-Head Start Longitudinal Study.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Report No—OEO-4206
Pub Date Aug 69
Note—259p.
EDRS Price MF-$1.25 HC-$13.05
Descriptors—Behavior Rating Scales, Community Problems, Community Study, Culturally Disadvantaged, Data Analysis, Data Collection, Educational Development, *Longitudinal Studies, Parent Child Relationship, Physical Development, *Preschool Children, *Program Evaluation, *Research Methodology, *Research Tools, Social Development
Identifiers—*Project Head Start, Westinghouse Report

In the summer of 1969, Educational Testing Service (ETS) began identifying the 1,650 3 1/2-year-old children in four sites across the country who would become part of a six-year longitudinal study designed to assess the impact of Head Start. The sites were Lee County, Alabama, St. Louis, Missouri, Trenton, New Jersey, and Portland, Oregon. The children were measured on a large

number of relevant variables before any of them had experience with some or no Head Start program. This report (the second of three) describes attempts to design an evaluative program based upon conceptions of the complexity of the human organism and an interaction model of human development. Six chapters present: (1) a short history of the ETS study, (2) impressions of the study communities, (3) measures used in initial assessments, (4) data collection procedures, (5) data storage and retrieval system, (6) plans for data analysis. The seventh and final chapter anticipates the activities of 1969-1970. Four appendixes are included: (a) tryouts of measure, (b) working papers, (c) the ETS-Head Start Longitudinal Study and the Westinghouse Study, (d) project personnel. Another part of this study is available as PS 003 657. (WY)

RC

ED 043 398 RC 004 209

Capitalizing on New Development Opportunities Along the Baltimore-Cincinnati Appalachian Development Highway. A Staff Recommendation.

Appalachian Regional Commission, Washington, D.C.

Report No—RR-11

Pub Date Dec 68

Note—49p.

Available from—Appalachian Regional Commission, 1666 Connecticut Avenue, N.W., Washington, D.C. 20235 ($2.50)

EDRS Price MF-$0.25 HC-$2.55

Descriptors—*Demography, *Economic Development, Education, Health, Industry, Land Use, Manpower Needs, Maps, *Planning, Recreation, *Road Construction, *Rural Areas, Tables (Data), Vocational Education

Identifiers—*Appalachia

The staff recommendations relating to the Baltimore-Cincinnati Appalachian Development Highway are delineated in terms of historical background, the Hagerstown-Martinsburg area, the Cumberland area, the Appalachian Highlands, the Tri-Cities area, and the Portsmouth area. Specific advantages, economic impacts, health, education, manpower problems, developmental projections, and improvements are discussed as they relate to the predefined areas. It is recommended (1) that states take immediate steps to improve planning; (2) that development districts take the lead in obtaining control to land-use regulations; (3) that each area prepare a specific development program for itself; and (4) that all districts have a prime focus on developmental problems. The document contains 9 maps and 10 charts. (AL)

ED 043 399 RC 004 605

Nagler, Mark

Indians in the City: A Study of the Urbanization of Indians in Toronto.

Saint Paul Univ., Ottawa (Ontario). Canadian Research Centre for Anthropology.

Pub Date 70

Note—107p.

Available from—The Canadian Research Centre for Anthropology, Saint Paul University, 223 Main, Ottawa 1, Canada ($2.50)

Document Not Available from EDRS.

Descriptors—*American Indians, *Cultural Factors, *Education, Employment Potential, Interviews, *Social Adjustment, Urban Immigration, *Urbanization

Identifiers—*Canada, Toronto

The process of Indian urban adjustment is investigated in this study of American Indians in Toronto, Canada. Major factors which influence Indian settlement in Canadian cities and the patterns of accommodation are illustrated. Institutions within the urban environment which provide the social supports permitting easier Indian accommodation within the urban area, along with factors which tend to retard the formation of Indian reserve communities within the city, are described. This report is the result of interviews with 150 urban Indians and data collection from social workers; federal, provincial, and municipal government officials; community planners; teachers; and organizers. (JH)

ED 043 400 RC 004 631

Hales, William M., Jr. Burlingame, Martin

Technological In-Migration and Curricular Change; Educational Politics in Albuquerque, 1945-1965.

Pub Date [70]

Note—18p.

EDRS Price MF-$0.25 HC-$1.00

Descriptors—College Preparation, *Curriculum Planning, *Educational Change, Educational Demand, Federal Programs, *Historical Reviews, *Political Influences, Resource Allocations, Science Education, *Technological Advancement, Vocational Education

Identifiers—Albuquerque, *New Mexico

The impact of a large in-migration of scientists and technicians on the educational policies of the Albuquerque, New Mexico, public school system from 1945 to 1965 was investigated for the purpose of analyzing the educational politics of a system related to an increasing tempo of demands for a more academic curriculum. A case study design which relied heavily on historical methodology was employed to explore the articulation, processing, and implementation of demands. Collection and analysis of documents and interviews were the major research methods used. The pre-Sputnik era (1945-57) featured educational demands by "technocrats" which produced no educational response. The Sputnik era (1957-58) legitimized those demands and resulted in greater curricular emphasis on science, math, and college preparatory programs. The post-Sputnik calm (1959-62) resulted in a reduction in political activity, educational demands, and curricular responses since demands had been substantially met during the previous period. The period of reaction (1963-65) emphasized compensatory and vocational education for the disadvantaged, and this was supported even by the technocrats. (JH)

ED 043 401 RC 004 635

Madsen, William

Society and Health in the Lower Rio Grande Valley.

Spons Agency—Texas Univ., Austin. Hogg Foundation for Mental Health.

Pub Date 61

Note—35p.

Available from—University of Texas Printing Division, Austin, Texas 78712 ($0.20)

EDRS Price MF-$0.25 HC-$1.85

Descriptors—Attitudes, Cultural Factors, *Folk Culture, Health, *Indigenous Personnel, *Medical Services, *Mexican Americans, Physicians, Public Health, Religious Factors, *Social Differences, Values

Identifiers—*Texas

Shedding light on problems of mental health and illness that have baffled public health workers attempting to improve the health and welfare of Mexican Americans living in the lower Rio Grande Valley, this document reports the folk customs, social organization, medical practices, and beliefs of the Mexican American of this area. Chapters describe the population, social structure, values, and customs. Particular emphasis is given to the Mexican American concept of illness, the medical referral system, and "curanderismo" (the system of disease theory and curing techniques associated with the curandero whose healing powers are believed to be a gift from God). In conclusion, 14 recommendations are given for improving the relationship between modern medicine, welfare workers, and the Mexican American in need of assistance. Some of these recommendations would require a changed relationship between doctor and patient, even involving cooperation between physician and curandero. It is suggested that the United States culture has much to learn from the Mexican American citizens about family solidarity, child rearing, respect patterns, and religious values. (AN)

ED 043 402 RC 004 646

An Economic Analysis of the Iowa Rural Renewal Area.

Department of Agriculture, Washington, D.C. Economic Research Service.

Report No—AER-181

Pub Date Jun 70

Note—61p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Community Characteristics, *Community Services, Design Needs, *Economic Factors, Factor Analysis, Manpower Development, *Planning, *Rural Areas, Tables (Data), *Urbanization

Identifiers—*Iowa

Economic trends in the 1960's in the Iowa rural renewal area, Appanoose and Monroe counties, show that the level of economic activity increased in the area but was clearly below the level for the state. Economic trends suggest that to provide economic opportunities in the area, by 1980, comparable to those available on the average to all residents of Iowa, the annual rate of growth in the area in the 1970's must be double the rate of the 1960's. New approaches are required to double the annual rate of growth. These include (1) increases in employment in the manufacturing sectors not related to agriculture, and (2) comprehensive planning at the multicounty level. These plans should include ways to expand employment and improve such facilities and services as housing, water supplies, sewage-disposal facilities, and medical and educational services. (Author/AL)

ED 043 403 RC 004 649

Carter, James R., Comp.

Manpower Services to Arizona Indians, 1967. Fifteenth Annual Report.

Arizona State Employment Service, Phoenix.

Pub Date Apr 68

Note—33p.

EDRS Price MF-$0.25 HC-$1.75

Descriptors—Adult Counseling, *American Indians, *Annual Reports, Counseling Centers, Education, *Employment, Employment Counselors, Farm Occupations, Federal Programs, *Manpower Development, *Occupational Guidance, Service Occupations, State Agencies, State Programs, Unemployed

Identifiers—*Arizona

The fifteenth annual report of the Arizona State Employment Service (ASES) described the manpower situation of Arizona Indians in 1967. Services provided by ASES included a wide range of counseling regarding job opportunities in nonagricultural and agricultural job placement, and it was noted that 21,001 Indians were placed during the year. Proficiency testing for adults as well as for high school students was also provided. Offices were maintained on various Indian reservations in the state, and ASES maintained contact and worked closely with other state agencies in Arizona and with Federal offices such as the Bureau of Indian Affairs. Statistics were presented on the Indian population, number of placements, and types of occupations. In addition, the report discussed progress made by Indian tribes in terms of industrial development on Indian land and described programs designed to enhance Indian vocational skills. (EL)

ED 043 404 88 RC 004 650

Teaching Is for Kids.

Maine State Dept. of Education, Augusta.

Spons Agency—Division of Plans and Supplementary Centers, BESE.

Report No—DPSC-66-21

Pub Date 15 Jun 70

Note—48p.

EDRS Price MF-$0.25 HC-$2.50

Descriptors—Computer Assisted Instruction, Cultural Enrichment, *Educational Improvement, Educationally Disadvantaged, *Enrichment Programs, *Federal Programs, Guidance, Handicapped, Language Enrichment, Music, Natural Resources, Outdoor Education, Professional Training, *Program Descriptions, Resource Centers, *Rural Schools, Social Studies

Identifiers—Maine, *PACE

In this documentary of Title III projects funded under the Elementary and Secondary Education Act, a short 1- or 2-page descriptive narrative of each of the 28 funded projects in Maine is given. Each project is classified by subject matter and is listed under one of the following headings: (1) expanding social/cultural horizons, (2) help for the educationally disadvantaged, (3) improving the education environment, (4) resource centers, (5) computer science, (6) giving English meaning, (7) pupil involvement in social studies, (8) understanding our natural resources, (9) guidance and counseling, and (10) professional improvement. A source for obtaining additional information is included with each project description. (LS)

ED 043 405 RC 004 651

Eshelby, Don, Comp.

Physical Education: A Bibliography of Selected Documents from ERIC.

North Dakota Univ., Grand Forks.

Pub Date [70]

Note—16p.

EDRS Price MF-$0.25 HC-$0.90

Descriptors—*Bibliographies, *Outdoor Education, *Physical Education, *Physical Education Facilities, *Physical Fitness

More than 100 documents cited and abstracted in "Research in Education" in 1967, 1968, and 1969 are listed in this bibliography. Citations were selected from documents indexed under 3 ERIC descriptors: Physical Education, Physical Education Facilities, and Physical Fitness. Prices and ordering information are given for each entry. (JH)

ED 043 406 RC 004 652

DeHoyos, Genevieve DeHoyos, Auturo

The Crow Indian Reservation of Montana. Indian Affairs (No. 4). Final Report.

Brigham Young Univ., Provo, Utah. Inst . of American Indian Research and Services

Pub Date 69

Note—22p.

EDRS Price MF-$0.25 HC-$1.20

Descriptors—Age Differences, *American Indians, Attitudes, Community Attitudes, *Development, Economics, *Education, Employment, Labor Force, Manpower Development, Population Trends, Rural Education, Sex Differences, *Socioeconomic Status, Training, Urban Environment

Identifiers—*Crow Indians, Montana

As a final report of a survey about manpower potential of the Crow Indian Reservation of Montana, this report gives a description of population characteristics, educational achievement, potential labor force, available skills of the labor force, and present employment conditions of the worker population on the reservation. The report also includes some important considerations concerning the extent of use of modern living facilities on the reservation and the attitudes, preferences, and practices of the reservation people concerning land ownership and use. The document consists of 3 main parts. The first part presents a general summary of findings without tables; the second part presents specific findings in tabular form, with extended comments on the socioeconomic characteristics of the population of the reservation in terms of age, sex, and socioeconomic status; and the third part of the report includes analysis of attitudes of the Crow people toward some of the issues of reservation life. The report shows that education is not enough if it is not supported by a business or industrial base on the reservation where learned skills and education can be put to use. (EL)

ED 043 407 RC 004 653

Human Resources in the Ozarks Region...With Emphasis on the Poor.

Arkansas Agricultural Experiment Station, Fayetteville.; Missouri Univ., Columbia. Agricultural Experiment Station.

Spons Agency—Economic Research Service (DOA), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Report No—AER-182

Pub Date May 70

Note—56p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—American Indians, Anglo Americans, *Cross Cultural Studies, *Disadvantaged Groups, *Economically Disadvantaged, *Economic Research, Education, Employment, Human Resources, Negroes, *Rural Areas

Identifiers—*Ozarks Region

The report is on the socioeconomic condition of rural people within a selected area in the United States. The information was provided by 1,413 sample households in the rural areas of 125 counties in the Ozarks region of Arkansas, Missouri, and Oklahoma. The study included Whites, Indians, and Negroes within the region. Based on household size and income in 1965, 25% of the households were considered seriously deprived. Based on income alone, 44% were considered deprived, having earned less than $3,000. The people studied were grouped into 5 classes based on household size and income: (1) seriously deprived, (2) deprived, (3) marginal, (4) probably not deprived, and (5) definitely not deprived. The major characteristics associated with deprivation included advanced age, being the female head of a household, low levels of education, marginal farming, and physical disabilities. Sixty percent of the people with children at home stated that, in their judgement, their children would need to finish college. Because most household incomes are so low, a major tragedy in the Ozarks region may be the financial inability to support youngsters in reaching desired educational levels. (EJ)

ED 043 408 24 RC 004 655

McClurkin, W. D.

Rural Education in the United States.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-6-2469

Pub Date Sep 70

Contract—OEC-1-6-062469-1574

Note—54p.

EDRS Price MF-$0.25 HC-$2.80

Descriptors—*Attitudes, Consolidated Schools, Courses, Economic Disadvantagement, Educational Improvement, One Teacher Schools, Organization, Rural Economics, *Rural Education, *Rural Urban Differences, School Funds, School Responsibility, *School Size, Services, *Standards, Teacher Recruitment, Teacher Salaries, Teaching Load

Rural education is described in this paper in terms of its progress and problems. Among the problems, it is noted that money available on a competitive basis is generally out of reach of the rural school because of the lack of time and talent needed to obtain the funds. Teachers are often undertrained, holding "Life Certificates" earned with less than 4 years of college. Special services such as guidance programs and hot lunch programs are lacking because funds are not available to support them. Course offerings are limited due not only to class size but also to what the teachers who are employed can teach. Vocational education as related to fields other than agriculture does not exist, and 9 out of 10 students leave the farm without the training needed for employment in the city since course offerings serve only the college-bound student. However, some trends are described which hold promise for the rural youth. The number of 1-room schools is declining. Regional service centers or intermediate units are becoming new resources to rural areas, providing services such as diagnostic clinical facilities and specialized personnel. Ways to expand innovative programs in rural schools, as well as new programs designed for nonurban schools, are also discussed. (LS)

ED 043 409 RC 004 656

Appalachian Bibliography, Volumes I and II.

West Virginia Univ., Morgantown.

Pub Date 70

Note—1168p.

Available from—The Library, West Virginia University, Morgantown, West Virginia 26506 ($20.00)

Document Not Available from EDRS.

Descriptors—Agriculture, *Annotated Bibliographies, Authors, Autobiographies, Books, Demography, *Economic Disadvantagement, *Education, Employment, Folklore Books, Periodicals, Programs, *Rural Areas, Rural Development, Social Structure, *Socioeconomic Influences

Identifiers—*Appalachia

The 2-volume Appalachian bibliography is alphabetically arranged by authors' last names under alphabetically listed subject headings. Volume I contains A-L subject headings, while Volume II contains L-W subject headings. The majority of the 8,220 documents cited are annotated and were published between 1891 and 1970. The bibliography contains such assorted topics as Conservation, Economic Aspects, Education, Employment, Federal Programs, Income, Industries, Health, Mineral Resources, Poverty, Rural Development, and Social Structure and Conditions. Various geographic regions within Appalachia also serve as subject headings. The 2 volumes contain a total of 1,166 pages. (EL)

ED 043 410 RC 004 657

Wasden, Jed W.

An Exemplary Program for Occupational Preparation in Selected Agricultural and Industrial Activities for Small High Schools in Utah. An Integrated Shop Program.

Utah State Board for Vocational Education, Salt Lake City.

Pub Date [70]

Note—12p.

EDRS Price MF-$0.25 HC-$0.70

Descriptors—*Agricultural Education, Curriculum, Educational Diagnosis, Educational Problems, *Educational Programs, *Industrial Education, Integrated Activities, Secondary Schools, *Small Schools, *Vocational Education

Identifiers—Utah

Many educational problems center around vocational education--its place in the total educational program, its relation to academic education, when vocational education should be started, and who should participate. Vocational education, the alternative to college preparatory programs, is frequently rejected and more often misunderstood by administrators and consumers of American education. Present-day technology has created a new relationship between man, his work, and his education. There is ample evidence that all persons who work need more education than they have had in the past; yet it appears that our present educational system is not preparing them adequately for many kinds of occupations. The major effort in education is given to programs that lead to a baccalaureate degree. This is done despite the fact that, of approximately 58 million students enrolled in educational institutions, well over 40 million of them will not graduate from college. A major problem today is how to assist small high schools so that they can have adequate programs of vocational education. The document includes discussion of a program entitled "Proposed Organization of Courses in Vocational Education Programs for Small High Schools." (EJ)

ED 043 411 RC 004 658

Evaluating the Elementary School.

Otto Elementary School, N.C.

Spons Agency—Southern Association of Colleges and Schools, Atlanta, Ga.

Pub Date May 63

Note—98p.

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Community Surveys, Curriculum Evaluation, *Educational Improvement, *Elementary Schools, Facility Improvement, *Instructional Programs, *Program Evaluation, School Community Relationship, School Surveys, *Small Schools

Identifiers—*North Carolina

A self-study of the Otto Elementary School in Otto, North Carolina, began in 1960 and was completed in 1963. The study was implemented to provide faculty and staff with an opportunity to evaluate school practices, identify areas needing improvement, and project future plans for improvement. One general goal, providing quality education for all pupils, was the overriding concept in discussions of curriculum change, facility improvement, and instructional materials. It was noted that continuous evaluation and home, school, and community cooperation were imperative to achieve this general goal. Major sections of the document are devoted to (1) surveys of the school and community, (2) purposes of the program, (3) the instructional program and curriculum, (4) the program of studies, (5) listing of personnel, (6) facilities and materials related to the instructional program, (7) community-school interaction, and (8) coordination of school, community, and other resources. It is concluded that the study was successful in that instruction was improved; community and school were more aware of school needs; better use was made of facilities; and workshops and extension courses helped professional growth of teachers. [Not available in hard copy due to marginal legibility of original document.] (AN)

ED 043 412 RC 004 660

The Emerging Pattern of Appalachia Regional Development.

Appalachia Educational Lab., Charleston, W. Va.

Pub Date 28 Jul 70
Note—117p; Proceedings of the Fourth Annual Membership Meeting of the Appalachia Educational Laboratory, Inc. (Morris Harvey College, Charleston, West Virginia, July 26-28, 1970)
EDRS Price MF-$0.50 HC-$5.95
Descriptors—*Area Studies, Community Colleges, *Conference Reports, Discussion Programs, *Educational Planning, Educational Strategies, Federal Aid, Health Services, *Rural Education, Socioeconomic Status, *State Programs, Student Transportation, Vocational Education
Identifiers—*Appalachia
A report of the proceedings of the Fourth Annual Membership Meeting of the Appalachia Educational Laboratory is presented. Major presentations included (1) a profile of planning and development in the Appalachian region; (2) status reports for the states of Tennessee, Kentucky, West Virginia, Pennsylvania, and Ohio; (3) significant issues and questions identified during the conference; (4) a panel response; and (5) priorities and plans for the future of the region. The texts of major speeches are provided, as well as a list of personnel who attended the conference. (AL)

ED 043 413 RC 004 675
Spolsky, Bernard And Others
Analytical Bibliography of Navajo Reading Materials. Revised and Enlarged Edition.
New Mexico Univ., Albuquerque.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
Report No—PR-7
Pub Date Jun 70
Note—108p.
EDRS Price MF-$0.50 HC-$5.50
Descriptors—*American Indians, *Annotated Bibliographies, Cultural Background, English (Second Language), Instructional Materials, *Language Development, *Navaho, *Reading Materials, Resource Materials
English and Navajo language materials are described in this annotated bibliography of reading materials which is part of the Navajo Reading Study funded by the Bureau of Indian Affairs. The English language materials were developed to teach Navajo children about their own culture and could be used to form the base for a curriculum in English for Navajo students. The Navajo language materials were developed as part of a literacy program for Navajos in their native language. Ordering information and an author index are provided. This bibliography, an enlarged and revised edition of ED 035 484, cites 141 items published from 1897 to 1970. (JH)

ED 043 414 88 RC 004 678
Look unto the Hills. Title III ESEA, West Virginia, Vol. II.
West Virginia State Dept. of Education, Charleston.
Spons Agency—Division of Plans and Supplementary Centers, BESE.
Report No—DPSC-66-1928
Pub Date Jun 70
Note—23p.
EDRS Price MF-$0.25 HC-$1.25
Descriptors—Astronomy, Audiovisual Centers, Counseling Programs, Curriculum Development, Curriculum Evaluation, *Educational Improvement, Educational Innovation, *Enrichment Programs, *Federal Programs, Fine Arts, Inservice Education, Instructional Materials, Music Education, *Program Descriptions, Reading Clinics, Resource Centers, *Rural Areas, Sciences
Identifiers—*PACE, West Virginia
A 2- or 3-paragraph description of each of the 15 operational projects, 6 planning grants, and 1 minigrant is found in this document on West Virginia's past and present projects (through June 30, 1970) funded under Title III of the Elementary and Secondary Education Act. Each description includes information such as the target student population, the project region, and goals and major objectives of the project. For the most part, Title III efforts are innovative educational programs serving multicounty areas through the 7 PACE centers which have been established. (LS)

ED 043 415 24 RC 004 679
Valencia, Atilano A.
The Effects of Bilingual/Bicultural Instruction Among Spanish-Speaking, English-Speaking, and Sioux-Speaking Kindergarten Children. A Report of Statistical Findings and Recommendations for Educational Unit No. 18, Scottsbluff, Nebraska.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2827
Pub Date Aug 70
Contract—OEC-4-7-062827-3078
Note—31p.
EDRS Price MF-$0.25 HC-$1.65
Descriptors—*American Indians, Biculturalism, *Bilingual Education, Kindergarten Children, Language Proficiency, *Language Programs, *Mexican Americans, Oral English, Parent Attitudes, *Program Evaluation, Spanish, Student Attitudes
A bilingual program was implemented to meet the educational needs of Spanish American and Indian children with noted deficiencies in English and/or their native languages. The program components were an English Oral Language Program coupled with concept reinforcement in the vernacular for kindergarten children using non-standard English, along with a Spanish Oral Language Program for non-Spanish-speaking kindergarten children and for children with a basic structure and phonology in Spanish. Language instruction was provided on a differentiated basis, depending on diagnostic measures. Proficiency in both languages was ascertained with pre- and post-testing. Parental attitudes toward bilingual/bicultural programs and student attitudes toward their own and other cultural characteristics were also measured. Although statistical findings did not indicate highly significant gains in student achievement, the trend was in a positive direction. It was strongly recommended that both program components be continued after careful examination and revision. (JH)

ED 043 416 RC 004 682
Fitzpatrick, James W.
The Indian Student, Parent and Family--A Summary of Montana Educational Programs.
Pub Date [69]
Note—8p.; Paper prepared for American Personnel and Guidance Association Convention (Reno, Nevada, 1969)
EDRS Price MF-$0.25 HC-$0.50
Descriptors—Adult Education, *American Indians, *Career Planning, Counseling, Curriculum Development, *Education, *Federal State Relationship, Guidance Services, Higher Education, Mobile Educational Services, Recreation, Remedial Instruction, School Community Programs, *School Holding Power, Vocational Education
Identifiers—*Montana
The report concerns programs conducted by Montana counselors and educators in their efforts to better meet the needs of the Indian student, parent, and their families. The programs were sponsored by the local school districts, Montana, Department of Public Instruction, Bureau of Indian Affairs, tribal agencies, and the Montana University System. The following were some of the objectives of the programs: improving the school's holding power; developing better home-school relationships; identifying those students with special aptitudes, interests, and needs; establishing an effective counseling program which would promote greater self-understanding and more realistic educational and career planning of Indian students; and providing Indian families with general education in the basic skill areas. Included in the document are opinions and ideas of participants of an Indian Education Conference conducted by the Department of Instruction of Montana. (EL)

ED 043 417 RC 004 686
Cowan, Andrew
"The Medium and the Message."
Pub Date 10 Apr 69
Note—20p.; Address delivered to the Third Northern Resources Conference (Whitehorse, Yukon Territory, Canada, April 10, 1969)
EDRS Price MF-$0.25 HC-$1.10
Descriptors—*American Indians, *Broadcast Industry, Cultural Factors, Developmental Tasks, *Economic Development, Eskimos, Human Development, *Human Resources, Mass Media, *Natural Resources, Responsibility
Identifiers—Northern Regions
Radio communications have been as necessary to the development of Canadian territories north of the 60th parallel as roads, schools, medical services, and airstrips. The Canadian Broadcasting Corporation did not pioneer broadcasting in northern Canada, but its Northern Service has been the only broadcasting company north of the 60th parallel for many years. The network employs fewer than 100 Indians, Eskimos, and Whites. It broadcasts in 3 Eskimo dialects, Northern Cree, Chipewyan, Slave, Dogrib, Loucheux, English, and French. The Northern Service is vitally concerned with the development of both human and natural resources in the North, the end result of which must be the well-being of all Canadians, including the native people of the North: the Eskimos, Indians, and Metis. In keeping with this, the Northern Service is trying to give voice to the native people so that they may discuss their problems among themselves, in their own language if they wish, and then on equal terms with their fellow Canadians. (EJ)

ED 043 418 24 RC 004 687
Valencia, Atilano A.
Bilingual/Bicultural Education -- An Effective Learning Scheme for First Grade Spanish Speaking, English Speaking, and American Indian Children in New Mexico. A Report of Statistical Findings and Recommendations for the Grants Bilingual Education Project, Grants, New Mexico.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2827
Pub Date Sep 70
Contract—OEC-4-7-062827-3078
Note—46p.
EDRS Price MF-$0.25 HC-$2.40
Descriptors—*American Indians, *Biculturalism, *Bilingual Education, Educational Programs, English (Second Language), Grade 1, Instructional Innovation, Non English Speaking, Parent Attitudes, *Program Descriptions, *Spanish Speaking, Tables (Data)
Identifiers—*New Mexico
The Grants, New Mexico, Bilingual/Bicultural Program reported in this document was designed to introduce into the first-grade curriculum the native language of the child. Ten general objectives of the program are listed, in which the overall objective is introducing or clarifying concepts in a child's Spanish or Indian dialect and then giving emphasis to the child's culture and native language as a means to reinforce a positive attitude toward himself and his cultural heritage. Sections are devoted to (1) description of program, (2) evaluation design, and (3) statistical analyses and findings. Based on the findings, the author recommends continuation of the district's English language program due to its overall effectiveness; continuation of the bilingual education approaches that include elementary grades Spanish language instruction, use of Spanish or tribal dialect for non-English-speaking first grades, and English-as-a-second-language emphasis for children with little or no knowledge of English; testing with a larger sample to establish conclusive findings on the cultural variables measured by the Cultural Sensitivity Instrument; and program continuance due to favorable support by parents. (AN)

ED 043 419 RC 004 688
Hackett, Margie I., Comp.
Manpower Services to Arizona Indians. Seventeenth Annual Report, 1969.
Arizona State Employment Service, Phoenix.
Pub Date Jun 70
Note—39p.
EDRS Price MF-$0.25 HC-$2.05
Descriptors—Adult Counseling, Agricultural Laborers, *American Indians, Community Agencies (Public), Counseling Centers, Education, *Employment, Employment Counselors, Farm Occupations, Federal Aid, *Job Placement, *Manpower Development, Occupational Guidance, State Agencies, State Programs, Unemployed, *Vocational Counseling
Identifiers—*Arizona
After a discussion of Arizona Indian reservations and population, employment on reservations, economic developments, and Indian status in the job market, the 1969 annual report of the Arizona State Employment Service (ASES)

describes the services it has provided for Arizona Indians. Also described are services provided to the Indians by agencies other than ASES. Findings from 3 surveys on Indian manpower are included. The appendix provides selected statistics on placement of Indians by local office and occupational group. Data on placement, by month, in industry and agriculture are also given, along with selected statistics on services provided to Arizona Indians by ASES from 1960 through 1969. (EL)

ED 043 420 RC 004 690

A Program for Outdoor Recreation Research.

National Academy of Sciences, Washington, D.C.

Spons Agency—Bureau of Outdoor Recreation (Dept. of Interior), Washington, D.C.

Pub Date 69

Note—50p.; Report on a Study Conference conducted by the National Academy of Sciences (Washington, D.C., June 2-8, 1968)

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418 ($3.00)

EDRS Price MF-$0.25 HC-$2.60

Descriptors—*Conference Reports, Economic Research, Information Sources, *Outdoor Education, Planning, Program Proposals, *Recreation, *Recreational Programs, *Research Needs, Systems Concepts, Training

The categorical sections of the proposed program for outdoor recreation research are (1) principal findings and recommendations of the National Academy of Sciences, (2) the social and behavioral dimensions of outdoor recreation, (3) the economics of outdoor recreation, and (4) the operation of recreation service systems. Among the specific topics discussed are research objectives and priorities; appraisal of current research efforts; scope of needed research; specific illustrative research problems; planning, coordination, and administrative systems; access-systems research; information sources; and educational training. Three appendices are included. (AL)

ED 043 421 RC 004 691

Wright, Betty Atwell

[Rural Education Studies.]

National Committee for Children and Youth, Washington, D.C.

Pub Date 67

Note—95p.

Available from—Steck-Vaughn Company, P. O. Box 2028, Austin, Texas 78767

Document Not Available from EDRS.

Descriptors—Community, Conservation Education, Culturally Disadvantaged, Curriculum, Early Childhood Education, *Elementary Grades, *Language Arts, *Resource Units, *Rural Education, *Social Studies, Teaching Guides, Teaching Techniques

The Rural Education Studies albums (oversized photographs printed on heavy coated cardboard) are published in a set of 8, each of which has a separate teacher's guide to complement the contents. A comprehensive teacher's guide provides background studies for effective use of the series, as well as providing specific information and key-concepts charts for each of the 8 albums: "Growing Is...," "A Family Is...," "A Neighbor Is...," "A Rural Community Is...," "Work Is...," "Opportunity Is...," "Farm to Market Is...," "Conservation Is..." These new multiethnic educational aids to language arts and social studies are ungraded and may be used with children in Project Head Start, nursery school, kindergarten, and elementary school. (EL)

ED 043 422 RC 004 693

Annual Report of the United Scholarship Service, Inc., 1969.

United Scholarship Service. , Inc., Denver, Colo.

Pub Date 69

Note—41p.

EDRS Price MF-$0.25 HC-$2.15

Descriptors—*American Indians, Bias, *College Students, Culturally Disadvantaged, Federal Aid, Higher Education, Internship Programs, *Mexican Americans, *Scholarships, *Secondary School Students, Talented Students, Tribes

The United Scholarship Service, Inc., a private non-profit organization, provides funds and programs for American Indians and Mexican American youth at the secondary and college level. This annual report includes a brief history of the organization, followed by a description of activities which the organization engaged in during 1969: (1) the Talent Search Program, funded by the U.S. Office of Education; (2) scholarship programs, including the Organization of Native American Students, funded by private and Federal sources; and (3) the Summer Student Project, funded by private and Federal sources. A roster of students receiving financial aid and an income statement for 1969 are included. (LS)

ED 043 423 RC 004 694

Teachers in Appalachia.

Little (Arthur D.), Inc., Washington, D.C.

Spons Agency—Appalachian Regional Commission, Washington, D.C.

Report No—Appal-R-R-12

Pub Date Aug 70

Note—100p.

Available from—Appalachian Regional Commission, 1666 Connecticut Avenue, N.W., Washington, D.C. 20235 ($2.50)

EDRS Price MF-$0.50 HC-$5.10

Descriptors—Disadvantaged Groups, Educational Improvement, *Educational Planning, Educational Research, *Program Development, Program Improvement, *Regional Programs, *Rural Education, *Teacher Background, Teacher Improvement, Teacher Recruitment

Identifiers—*Appalachia

The purpose of the study was to provide data and interpretations to help policy makers of the Appalachian Regional Commission in improving the quality and quantity of teachers in Appalachia. Questionnaires were sent to a 20% random stratified sample of approximately 162,000 teachers in the Appalachian portions of 11 states: Alabama, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and West Virginia. On the basis of the data collected, the Appalachian Regional Commission is planning programs for improved teacher recruitment, training, retraining, and retention within the Appalachian region. Detailed results of the various analyses are listed under the headings of (1) Background and Characteristics of Teachers, (2) Quality and Relevance of Preparation, (3) Experience as a Teacher in Appalachia, (4) Factors in Teacher Retention, and (5) Urban-Rural Differences. The recommendations center around 3 areas: preparation of Appalachian teachers, retention of young and well-educated teachers, and teacher aides and educational technology. (EJ)

ED 043 424 24 RC 004 697

Community Background Reports: The Formal Education of Menominee Indian Children; Sociocultural and Socioeconomic Background Factors. National Study of American Indian Education, Series I, No. 23.

Chicago Univ., Ill.; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date 70

Contract—OEC-0-8-080147-2805

Note—62p.

EDRS Price MF-$0.50 HC-$3.20

Descriptors—Action Programs (Community), *American Indians, Census Figures, *Community Characteristics, County Officials, *Educational Background, Employment Statistics, Government Role, Health Services, Housing, Industrialization, National Surveys, Population Distribution, Recreational Facilities, *Sociocultural Patterns, *Socioeconomic Background

Identifiers—Menominee Indians, *Wisconsin

As a part of the final report of the National Study of American Indian Education, this document contains findings of the first background study on the Menominee Indians of Wisconsin. This document reviews important sociocultural and historical factors associated with the Menominee. Socioeconomic conditions are also discussed, especially in light of problems associated with termination of the reservation. The history and current conditions of Menominee Enterprises, Inc., are presented. In addition, findings of the research project conducted by the Menominee Community Action Program Training Center for Community Programs are summarized; this project sought to isolate important education-related variables in the adult Menominee community. Although the educational background of the county is presented in a forthcoming paper, educational characteristics and data are given. Data indicate a high correlation between socioeconomic status and level of formal education or training experience. It is concluded that, with increased educational attainment, needed changes will develop in the socioeconomic conditions of the Menominees; however, the quality of formal education is at least as important as amount of formal education. (AN)

ED 043 425 24 RC 004 698

Birchard, Bruce A.

Education of American Indians: Boarding Schools for American Indian Youth. National Study of American Indian Education, Series IV, No. 2, Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date Jun 70

Contract—OEC-0-8-080147-2805

Note—49p.

EDRS Price MF-$0.25 HC-$2.55

Descriptors—Achievement, *Administration, *American Indians, *Boarding Schools, Boards of Education, Community Role, Dormitories, *Education, Equal Education, Federal Government, Improvement, Programs, *School District Autonomy, Teacher Attitudes, Teacher Recruitment

Identifiers—*Bureau of Indian Affairs

This document, a part of the final report of the National Study of American Indian Education, examines Bureau of Indian Affairs (BIA) boarding schools, of which there are 77 among the 226 BIA schools in 17 states. The document concerns itself with the history, value of, and necessity for boarding schools in general. It is pointed out that, in 1969, there were 34,600 Indian children enrolled in BIA boarding schools; 15,450 more in BIA day schools; and 3,850 housed in peripheral dormitories while attending public schools. It is also noted that enrollment in BIA boarding high schools doubled during the period between 1959 and 1967. The document reviews briefly the history of Indian education, with particular emphasis on the boarding school since its beginning at Carlisle Indian School in 1878. Educational programs administered to the Indians by the U.S. Government dating back to 1776 are discussed. Recommendations for the administration of Indian education, along with the Indian point of view regarding boarding schools and education in general, are included. The bibliography lists 63 references. (EL)

ED 043 426 RC 004 705

Indians of Quebec and the Maritime Provinces (An Historical Review).

Department of Indian Affairs and Northern Development, Ottawa (Ontario).

Pub Date 67

Note—36p.

Available from—Queen's Printer, Daly Building, Corner Mackenzie and Rideau, Ottawa, Canada ($0.35)

Document Not Available from EDRS.

Descriptors—*American Indians, *Area Studies, Church Workers, *Education, Government Role, *History, Living Standards, *Natural Resources

Identifiers—*Canada

Giving the history of the Indians of Quebec and the maritime provinces (Nova Scotia, New Brunswick, the Prince Edward Island), this document covers the period from the arrival of European explorers in the New World to 1967. Reviewing the history of these Indians, sections are devoted to (1) colonization of Acadia, (2) colonization of Quebec, (3) British administration as related to the maritime provinces and Quebec, (4) early Roman Catholic and protestant missionaries, (5) the period from the Confederation to World War I, and (6) the period from World War I to 1967, in which conservation, education, and the population are discussed separately. The document contains 4 photos and a bibliography. (AN)

ED 043 427 RC 004 706

Indians of Ontario (An Historical Review).

Department of Indian Affairs and Northern Development, Ottawa (Ontario).

Pub Date Jan 66

Note—40p.

Available from—Queen's Printer, Daly Building, Corner Mackenzie and Rideau, Ottawa, Canada ($0.35)

Document Not Available from EDRS.

Descriptors—*American Indian Culture, *American Indians, *Area Studies, Church Role, *Cross Cultural Studies, Cultural Factors, Education, *History, Land Settlement
Identifiers—*Canada, Ontario

The booklet presents an historical review and a description of the 2 cultural groups of Indians--Iroquoian and Algonkian--which inhabited Ontario in pre-European times. According to the document, the Iroquoian culture evolved over a period of at least 2000 years in the fertile land of the eastern Great Lakes region; the Algonkians inhabited the rugged uplands of eastern Canada, an area ill-adapted to agriculture but teeming with game. A discussion is presented on the arrival of the French and British explorers as well as Roman Catholic, Anglican, Methodist, and Moravian missionaries and the resulting changes brought about in the Indian cultures. The document also includes a history of treaties and alliances during European colonization of Canada and the northern part of the American Colonies. It is noted that, in more modern times, the Indians of Ontario showed their traditional spirit of loyalty by enlisting in the Canadian Armed Forces during World War I and World War II. Also included is a description of early efforts to educate the Indians. (EJ)

ED 043 428 RC 004 707

Indians of the Prairie Provinces (An Historical Review).

Department of Indian Affairs and Northern Development, Ottawa (Ontario).
Pub Date Mar 67
Note—25p.
Available from—Queen's Printer, Daly Building, Corner Mackenzie and Rideau, Ottawa, Canada ($0.35)
Document Not Available from EDRS.
Descriptors—*American Indians, Culture, *Demography, *Economic Development, *Educational Development, *History, Tribes
Identifiers—*Canada

The document presents an historical review and a description of the 5 tribes--Blackfoot, Assiniboine, Sarcee, Gros Ventre, Kootenay--which inhabited what now comprises the prairie provinces of Canada. The arrival of the Europeans, traders and explorers, missionaries, and other settlers brought about many changes in the Indian culture, and these cultural changes are described. The treaties, the treaty terms, and their impacts on the Indian culture are discussed, as is the period of progress from 1885 to 1900. Reviews of education, economic development, and population conclude this document. (LS)

ED 043 429 RC 004 709

Indians of British Columbia (An Historical Review).

Department of Indian Affairs and Northern Development, Ottawa (Ontario).
Pub Date 69
Note—16p.
Available from—Queen's Printer, Daly Building, Corner Mackenzie and Rideau, Ottawa, Canada ($0.35)
Document Not Available from EDRS.
Descriptors—*American Indians, *Area Studies, Art Expression, Church Role, Cultural Background, *Economic Development, Education, Health Services, *History, Housing, Lumber Industry, Meat Packing Industry, Occupational Choice, Population Distribution, Rural Areas, *Socioeconomic Background
Identifiers—*British Columbia

An historical review is presented of the 6 major groups of Indians of the coastal region of British Columbia: the Coast Salish, Nootka, Kwakiutl, Bella Coola, Tsimshian, and Haida. Characteristics of each tribe are contrasted in the following 7 sections of the review: (1) Introduction--the life style, sociocultural factors, and unique characteristics; (2) Explorers and Traders (1774-1849)--the influence of the numerous expeditions of noted explorers and traders from Spain, England, Russia, and the United States; (3) The Colonial Period--colonization of the area due to fur trapping and gold mining; (4) The Missionaries--the Christianization and education of the natives of British Columbia; (5) The Post-confederation Period--Indian lands come under control of British Columbia's government; (6) Education--transfer of responsibility for Indian education from the missionaries to the government; and (7) Economic Development--use by Indians of their nature skills and resources to sustain a livelihood. A brief bibliography and a short description of the Indian population are included. (AL)

ED 043 430 RC 004 710

Neville, G. W., Comp.

Linguistic and Cultural Affiliations of Canadian Indian Bands.

Department of Indian Affairs and Northern Development, Ottawa (Ontario).
Pub Date 70
Note—42p.
Available from—Queen's Printer, Daly Building, Corner Mackenzie and Rideau, Ottawa, Ontario ($0.50; Cat. No. R32-1470)
Document Not Available from EDRS.
Descriptors—*American Indian Languages, *Cultural Background, Cultural Traits, *Demography, Language Development, *Linguistic Patterns, Rural Areas, *Tables (Data)
Identifiers—*Canada

Ten linguistic groups of Canadian Indians composed of a number of subgroups speaking related languages or dialects have been determined. Six major cultural areas (geographic) have been identified by cultural characteristics and linguistic affiliation of their inhabitants. Tables for each Canadian province identify Canadian Indians by band or community and indicate population figures as of January 1, 1970. The tables also identify the linguistic groups to which each band belongs and the native languages or dialects and cultural areas with which each band is historically associated. Population distribution and corresponding linguistic identification are shown on maps of each province. (JH)

ED 043 431 RC 004 711

Chretien, Jean

Statement of the Government of Canada on Indian Policy, 1969.

Department of Indian Affairs and Northern Development, Ottawa (Ontario).
Pub Date 69
Note—12p.
EDRS Price MF-$0.25 HC-$0.70
Descriptors—*Administration, *American Indians, Community Role, Culture, Demography, *Economically Disadvantaged, Education, Employment, Government Role, Living Standards, *Policy, Programs, *Racial Discrimination, Resources, Services, Social Class, Socioeconomic Influences
Identifiers—*Canada

The statement presented by Jean Chretien, Minister of Indian Affairs of Canada, to the Twenty-eighth Parliament declares that government policies must lead to full, free, and nondiscriminatory participation of the Indians in Canadian society. It is noted that, in the past, Indians in isolated communities and in the cities have suffered from poverty. As reported, the discrimination which affects the Indians is compounded with a legal status which sets them apart from the main society; therefore, the government of Canada is seeking a partnership among the Indians, the governments of provinces, the communities, and the Canadian government to achieve equality for the Indians through cooperation. The historical background of the Indian problem, which is said to press heavily on the Indian people, is discussed as well as the recommendation for a new policy toward the Indians. The new policy is directed at such tasks as removing legislative and constitutional bases of discrimination, promoting recognition of the unique contribution of Indian culture to Canadian society, and transferring control of Indian lands to Indian people. (EL)

ED 043 432 RC 004 724

Schramm, Wilbur

Classroom Out-of-Doors. Education Through School Camping.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.
Pub Date 69
Note—193p.
Available from—Sequoia Press/Publishers, 300 West Kalamazoo Avenue, Kalamazoo, Michigan 49006 ($4.95)
Document Not Available from EDRS.
Descriptors—*Camping, Community Involvement, Conservation Education, Curriculum Enrichment, *Educational Resources, Environmental Education, *Grade 6, *Outdoor Education, *Program Descriptions
Identifiers—*California, San Diego County

The resource book "Classroom Out-of-Doors," divided into 15 chapters, presents a view of "one of the largest and best outdoor education programs in the nation." Since 1946, more than 250,000 sixth-grade pupils have spent a week at one of the three camps provided by the San Diego County Camp Commission. With tape recorder and camera in hand, the author tells what happens at the camps. He has included suggestions and answers for the following questions (1) What kind of teaching and teachers are required for these "transplanted classrooms"? (2) What happens to a child as a result of the new teaching approaches? (3) What is required in the way of organization and financial support? (4) What does the camping program mean to the community? (EJ)

ED 043 433 RC 004 725

Zemyan, Mary L. And Others

Educational and Related Characteristics of Urban Indians in the United States: A Selective Summary of 1960 Census Data.

Minnesota Univ., Minneapolis. Training Center for Community Programs.
Pub Date Jun 70
Note—70p.
Available from—Center for Urban and Regional Affairs, 231 Clay School, University of Minnesota, Minneapolis, Minnesota 55455 ($1.50)
EDRS Price MF-$0.50 HC-$3.60
Descriptors—*American Indians, *Census Figures, *Economic Status, *Educational Background, Mobility, Population Distribution, Tables (Data), *Urban Population

United States census data (1960) on urban American Indians have been prepared to assist those studying urban Indians in obtaining population figures and background information for research projects and reports. Tables are presented showing population totals from 1890 through 1960; distribution of Indians in cities of 10,000 or more; median age by sex; mobility from 1955 to 1960; number of school years completed; and median income in 1959. Data sources and a publications list of the Center for Urban and Regional Affairs at the University of Minnesota are appended. (JH)

ED 043 434 RC 004 727

Drilling, Vern

Problems with Alcohol Among Urban Indians in Minneapolis.

Minnesota Univ., Minneapolis. Training Center for Community Programs.
Pub Date Aug 70
Note—50p.
Available from—Center for Urban and Regional Affairs, 231 Clay School, University of Minnesota, Minneapolis, Minnesota 55455 ($1.50)
EDRS Price MF-$0.25 HC-$2.60
Descriptors—*Alcoholism, *American Indians, *Anglo Americans, *Cross Cultural Studies, *Negroes, Racial Characteristics, Urban Population
Identifiers—*Minneapolis

Historically, it is believed that the American Indians have problems with alcohol which are disproportionate when compared with persons from other cultures. One of the purposes of this study was to attempt to identify individual and cultural differences in the use of alcohol which might exist between urban Indian, White, and Negro subcultures in Minneapolis. The data gathered from Municipal Court, the Minneapolis Department of Public Relief, Pioneer House Evaluation Center, and the Minneapolis Work House indicate that at least the aspect of drinking which comes to public attention exists disproportionately in the Minneapolis Indian population. Approximately 2% of the city's population is Indian, but of the average 156 drunk arrests per week in 1969, one-third were made on Indians. The document lists the cross-cultural comparisons in tabular form as well as recommendations to help solve the problem. (EJ)

ED 043 435 RC 004 729

Mayer, Catherine M., Comp. And Others

Minnesota Indian Resources Directory.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
Spons Agency—Minnesota Indian Affairs Commission, St. Paul.
Pub Date May 70
Note—173p.; Second Edition
Available from—Center for Urban and Regional Affairs, 231 Clay School, University of Minnesota, Minneapolis, Minnesota 55455 ($1.50)

EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—*Agencies, *American Indians, Community Services, *Directories, *Organizations (Groups), Programs, Resources, *Urban Areas
Identifiers—*Minnesota
The second edition of the directory of organizations operating in the Indian communities throughout the State of Minnesota is an attempt to compile all current information on resources available to the Minnesota Indian. The introductory section discusses the problems faced by the Indian American in urban sectors with reference to their life styles and their interaction with the non-Indian population. Information in the main part of the directory includes names of each organization, nature, purpose and objectives, eligibility, membership, fees, support or source, and whether printed information is available from said organization. A bibliography containing 26 citations on Indian Americans is appended. [Not available in hard copy due to marginal legibility of original document.] (EL)

ED 043 436 RC 004 730
Oberle, Wayne H. Campbell, Rex R.
Parental Values, Educational Attainment, and Occupational Mobility Among Rural Youth in the Ozarks.
Pub Date 30 Aug 70
Note—74p.; Paper presented to the Rural Sociological Society at the 1970 Annual Meetings (Washington, D.C., August 26-30, 1970)
EDRS Price MF-$0.50 HC-$3.80
Descriptors—*Academic Achievement, *Aspiration, Bibliographic Citations, Comparative Analysis, Educational Needs, Family Resources, Heads of Households, *Migrant Children, *Occupational Mobility, *Rural Areas, Socioeconomic Status, Tables (Data)
Identifiers—*Ozarks
This 1966 study of 1,413 household heads residing in the rural Ozarks has shown at least partial support for the hypothesis that parental values mitigate the limitations of low socioeconomic status (SES) for the educational attainment and intergenerational occupational mobility of the migrant children of the male heads. Major findings were that (1) educational attainment of migrant children was positively and significantly related to the head's SES and to the father's educational need, defined as his perceptions of the level of educational attainment needed (not wanted or expected) by his children for "getting ahead in the world" and (2) intergenerational occupational mobility of migrant children was positively and significantly related to the head's SES but only positively related to educational need. The study also found (1) a weak positive relationship between the head's SES and the occupational expectations of youth; (2) a weak positive but significant relationship between the head's SES and occupational aspirations of youth; (3) a strong positive and significant relationship between the head's SES and the educational expectations of youth; and (4) a strong positive and significant relationship between the head's SES and educational need. Results of this study indicate the potential fruitfulness of viewing facilitating valuation and educational need as concepts supplementing the concepts of aspiration and expectation. (Author/AL)

ED 043 437 72 RC 004 731
Joseph, A., Ed. And Others
Indian Educational Material: Annotated Quarterly Bibliography, Vol. 4, No. 4, December 1969.
Indian National Scientific Documentation Centre, Delhi.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date Dec 69
Note—92p.
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—Academic Achievement, Adult Education, *Annotated Bibliographies, Curriculum, *Educational Research, *Foreign Countries, Guidance Counseling, History, *Indians, Periodicals, Resource Materials, *Rural Areas, Schools, Teacher Education, Teaching Methods, Vocational Education
Identifiers—*India
In this 179-item annotated bibliography of periodical literature, the quarter from October through December of 1969 is covered. The document is arranged by accession numbers which are assigned to each citation. Entries are indexed under such headings as academic achievement, adult education, basic education, curriculum, and other areas related to education in India. In conclusion, a special section is provided on teacher education. [Not available in hard copy due to marginal legibility of original document.] (EL)

ED 043 438 RC 004 733
Kuvlesky, William P.
List of Researchers, Agencies, and Libraries Interested in Research Reports Pertaining to Occupational and Educational Mobility and Status Projection of Youth.
Texas Agricultural Experiment Station, College Station.
Pub Date 69
Note—35p.
EDRS Price MF-$0.25 HC-$1.85
Descriptors—*Agencies, *Directories, Educational Mobility, Libraries, Occupational Mobility, *Researchers, Rural Education, *Sociology, Status, Youth
Developed and circulated at the request of the Rural Sociological Society's Research Committee on Educational and Occupational Behavior, this 1969 list of researchers, agencies, and libraries serves as a directory for those interested in research reports pertaining to occupational and educational mobility and status projections of youth. The 397 researchers and agencies, with addresses, are alphabetically listed under the following headings: (1) United States, (2) Texas, (3) Washington, D.C., (4) Foreign Countries, and (5) Libraries. (AN)

ED 043 439 88 RC 004 734
Khanna, J. L. And Others
Project Upper Cumberland, Title III ESEA. Final Report.
Overton County Board of Education, Livingston, Tenn.
Spons Agency—Division of Plans and Supplementary Centers, BESE.
Report No—DPSC-67-3525
Pub Date Sep 70
Grant—OEG-3-7-703525-4491
Note—215p.
EDRS Price MF-$1.00 HC-$10.85
Descriptors—Changing Attitudes, Educational Innovation, *Federal Programs, *Fine Arts, *Guidance Programs, Human Relations, Information Dissemination, Instructional Improvement, Program Evaluation, Regional Cooperation, *Rural Areas, *Teacher Education
Identifiers—*Tennessee
Project Upper Cumberland--serving 16 Tennessee counties from July 1, 1967 through September 30, 1970--sponsored a teachers' inservice program emphasizing human relations training, a cultural arts program (grades 1-12), and a guidance and counseling program (grades 1-9). All 3 programs had the general goal of changing and improving attitudes and self-concepts of rural mountain children. The programs, funded under Title III of the Elementary and Secondary Education Act, were evaluated by faculty members from Tennessee universities. Teachers participating in the human relations inservice program scored higher on a measure of self-actualization, displayed a higher degree of interpersonal thinking, and were more change-oriented than nonparticipating teachers. Children in the cultural arts program showed a tendency toward increase originality and the ability to elaborate on an idea. Both elementary and junior high counseling programs received positive feedback from children and teachers and were credited with improving school morale. The dropout rate for junior high school students participating in the counseling program decreased significantly. One of the project's greatest contributions was to demonstrate that new programs could be staffed with local personnel and could be carried on in existing, often inadequate, facilities without unreasonable demands on local systems for materials and supplies. (JH)

ED 043 440 RC 004 735
Dunbar, Anthony
The Will to Survive. A Study of a Mississippi Plantation Community Based on the Words of Its Citizens.
Pub Date Jun 69
Note—64p.
Available from—Southern Regional Council, Inc., 5 Forsyth Street, N.W., Atlanta, Georgia 30303 ($0.75)
Document Not Available from EDRS.
Descriptors—Agencies, *Agricultural Laborers, Community Responsibility, Depressed Areas (Geographic), *Economic Disadvantagement, Economic Factors, Food, *Health, *Living Standards, Negroes, *Rural Areas, Segregated Public Facilities, Welfare
Identifiers—*Mississippi
Some 97 families (having 500 children) who live in the Louise-Midnight area of Mississippi were interviewed for this study conducted in 1968. The 45-minute interviews were taped, and excerpts from the tapes serve as starting points for disussions in the document on areas such as employment, food habits, health and health care, political climate, housing, entertainment, and church habits. It is noted that the average family size was 7.1 persons, with an average family income of $1538 per year. Approximately 1 out of every 37 families, white and black, in Humphreys County was included. Where the sample was large enough, the results are given in percentage in the footnotes. A section devoted to profiles of some of the people is included. (LS)

ED 043 441 RC 004 736
Coles, Robert
The Migrant Farmer; A Psychiatric Study.
Spons Agency—Southern Regional Council, Atlanta, Ga.
Pub Date Sep 65
Note—17p.
Available from—Southern Regional Council, 5 Forsyth Street, N.W., Atlanta 3, Georgia ($0.30)
EDRS Price MF-$0.25 HC-$0.95
Descriptors—*Anglo Americans, Behavior Patterns, Case Studies, Cross Cultural Studies, Living Standards, *Mexican Americans, *Migrant Workers, Migration Patterns, *Negroes, *Social Psychology
Living in America today are many hundreds of thousands of people whose lives are characterized by continual movement each crop season from town to town, from state to state, and from region to region. There are 3 large-scale pathways (streams) the migrants follow: (1) along the Pacific Coast, from southern California to Washington; (2) from the south-central region of Texas, Louisiana, and Oklahoma and terminating in states like Minnesota, Michigan, and Wisconsin; and (3) along the Atlantic Seaboard, from Florida to New England. The migrant labor forces are made up of Mexicans, Negroes, and Whites living under conditions characterized by poor housing, bad sanitation, poor diets, and inadequate medical care. In a very real sense the migrant farmers form a "subculture," living apart from the rest of the nation in many ways. They not only live apart, but they feel the implications of their behavior. The author states that, on the basis of his observations, it is this isolation that specially characterizes migrant farm life. (EJ)

ED 043 442 52 RC 004 743
Smith, Lotsee Patterson, Ed.
Resources and Procedures for Improving the Indian American Use of Libraries.
Oklahoma Univ., Norman. School of Library Science.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 31 Jul 70
Note—52p.
EDRS Price MF-$0.25 HC-$2.70
Descriptors—*American Indians, Cultural Awareness, *Cultural Enrichment, Curriculum, Human Relations, *Institutes (Training Programs), Institution Libraries, Library Material Selection, *Library Services, Motivation, Program Improvement, Public Libraries, *Resource Materials
This resources booklet represents the contribution of 28 participants involved in a library institute held at the University of Oklahoma in July of 1970. A special effort was made to make the booklet practical for the librarian serving the Indian American. It is noted that curriculum in the schools is a total environment involving a relationship between the teacher, the learner, the materials, and the librarian. The group felt it was their concern that this relationship adequately meet its responsibility to the Indian student. This booklet is offered to help the librarian meet this

challenge by becoming aware of special needs and by offering culturally relevant materials and extended services. The booklet also includes suggestions and recommendations in other related areas for the purpose of improving human relations. (EJ)

ED 043 443 RC 004 745

Migrant Research Project. Annual Report-1969.

Manpower Evaluation and Development Inst., Washington, D. C.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 31 Jan 70

Note—47p.

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—Demography, Economic Factors, Federal Legislation, *Federal Programs, *Migrant Health Services, *Migrant Housing, *Migrant Workers, *Nutrition, Surveys, Wages, Welfare

The purposes of this project, funded by the Office of Economic Opportunity, were (1) to provide emergency food and medical services funds to needy migrants, (2) to accumulate and document facts which establish the existence of practices and attitudes that exclude migrants from adequate participation in Federal food and relevant programs, and (3) to provide technical assistance to migrant groups and to governmental agencies in an effort to improve the provision of needed service to migrants. Personal interviews, questionnaires, and special projects such as conferences were used to collect the data for this project. The project report presents discussions of problems such as proper medical service, nutrition, and housing for the migrant worker. Suggestions and recommendations are included for solving these problems. The total number of migrants served by the project was 3,078 families in 18 states from December of 1968 through September of 1969. [Not available in hard copy due to marginal legibility of original document.] (LS)

ED 043 444 RC 004 747

Taylor, Benjamin J. O'Connor, Dennis J.

Fort Apache Reservation Manpower Resources; Indian Manpower Resources in the Southwest. A Pilot Study.

Arizona State Univ., Tempe. Coll. of Business Administration.

Spons Agency—Arizona State Employment Service, Phoenix.; Manpower Administration (DOL), Washington, D.C. U.S. Employment Service.

Report No—OP-3

Pub Date 69

Note—43p.

EDRS Price MF-$0.25 HC-$2.25

Descriptors—*American Indians, Cultural Isolation, *Economic Climate, Educational Background, *Employment Experience, *Family Characteristics, Labor Force, *Manpower Utilization, Rural Population

Identifiers—*Apaches, Arizona

Fort Apache Indians live in relative geographic and cultural isolation. The Apaches are younger than the general population, have a lower rate of overall labor-force participation, and typically work for the Federal Government or in trbal enterprises. A median family with 5 children subsists on a median annual family income of less than $1,000. Nearly 60% of working-age Apaches receive assistance payments from various public and private agencies. A lack of transportation plus the relatively low median educational attainment seems to indicate that Fort Apaches will not be able to compete equally in an uncovered labor market for some years. A coordinated effort to provide quality education, including skills training, is necessary to bring about increased labor-force participation. (JH)

ED 043 445 RC 004 748

Taylor, Benjamin J. O'Connor, Dennis J.

Papago Reservation Manpower Resources; Indian Manpower Resources in the Southwest. A Pilot Study.

Arizona State Univ., Tempe. Coll. of Business Administration.

Spons Agency—Arizona State Employment Service, Phoenix.; Manpower Administration (DOL), Washington, D.C. U.S. Employment Service.

Report No—OP-7

Pub Date 69

Note—42p.

EDRS Price MF-$0.25 HC-$2.20

Descriptors—Age Differences, *American Indians, Cultural Differences, *Economic Climate, Educational Background, *Employment Experience, *Family Characteristics, Labor Supply, Language Handicaps, *Manpower Utilization, Rural Areas, Sex Differences, Unemployment

Identifiers—Arizona, *Papagos

Employment other than farming or ranching is very limited on the Papago Reservation, and most Papagos do not possess the skills needed for off-reservation employment. In a survey of 382 Papagos (females and males), only 27% of the Indians aged 16 and over considered work a major activity in 1967-68. It is noted that 73% of the Indians spoke Papago in the home and that the average of 8 years of formal education also limited English-speaking ability. Low educational attainment and lack of English language skills made it difficult for the Papago to compete for the jobs existing in the area. The male labor force reached a peak in the 30-39 age group, with a decline starting after age 40. Withdrawal from the labor force among women was greatest in the 30-39 age group. Some 38% of the Papagos of working age listed family responsibilities as their reason for not seeking off-reservation employment, while the reservation had an unemployment rate 3 times greater than the rest of Arizona's unemployment rate. Income was low, with 92% of the individuals receiving less than $3000 per year. Some 85% of the families, which averaged 6 members, received under $5000 annually. Since 64% of the families did not own cars, transportation presented another problem for the unemployed seeking employment off the reservation. (LS)

ED 043 446 24 RC 004 752

Evaluation of Mobile Office Education Unit Utilization with Migrant Workers in Box Elder School District. Final Report.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City.; Utah State Dept. of Public Instruction, Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-3046

Pub Date 69

Grant—OEG-4-7-063046-1612

Note—13p.

EDRS Price MF-$0.25 HC-$0.75

Descriptors—*Adult Vocational Education, Business Skills, Communication Skills, Mexican Americans, *Migrant Workers, *Mobile Educational Services, *Office Occupations Education, Practical Mathematics, *Program Evaluation, Student Attitudes

Identifiers—*Utah

The purpose of this mobile-unit vocational education program was to focus on the basic communication skills, business skills, and math skills believed necessary to qualify better the migrant worker in securing entry jobs in the field of office occupations. The program was designed to meet the needs of the migrant worker from 14 to 30 years of age. Of 29 entering students, 8 completed the 8-week course. All of the 8 students indicated positive attitudes toward school and toward the types of skills taught, although 2 reacted negatively to reading. Greater gains were made in those skills which allowed for manipulation and self-discovery than in those which were taught by the lecture method. Included as recommendations were that there be closer coordination between educational programs for migrant workers; that some method be developed to provide for continuous educational programs as migrant workers move; and that counseling services be made available for employment and educational counseling. (JH)

RE

ED 043 447 RE 002 733

Zook, Kizzie Fay

The Utility of Phonic Generalizations in the First Grade [and in Grade Two] as Taught by Four Leading Basal Readers.

Kansas State Univ., Manhattan. School of Education.

Pub Date 20 Jan 70

Note—90p.

EDRS Price MF-$0.50 HC-$4.60

Descriptors—*Basic Reading, *Beginning Reading, Consonants, Grade 1, Grade 2, *Phonics, Reading Materials, *Textbook Evaluation, Vowels, Word Frequency

The three main purposes for this study were (1) to determine what phonic generalizations were being taught in grade 1 in four of the leading basal reading series; (2) to determine the degree of utility of each generalization within the framework of the grade in which it was presented, after the initial presentation; and (3) to set up a comparative generalization table for grades 1 and 2 of these particular readers. The study was limited to phonic generalizations, four basal reader series, grade levels 1 and 2 of each series, and the exclusion of beginning consonants. Used in the study were the teachers' manuals and the workbooks for the preprimers, primers, first readers, and the two levels of the second grade reader published by Houghton-Mifflin; Scott, Foresman and Company; Macmillan; and Harper and Row. The results were given in the form of lists of generalizations and tables. A critical review of the research on phonics generalizations and references is included. (Author/NH)

ED 043 448 RE 002 912

Freer, Imogene McColloch, Jean

Organization and Administration of a College Reading Program.

Pub Date 7 May 70

Note—7p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$0.45

Descriptors—Administrator Role, *College Curriculum, *College Programs, Course Organization, *Developmental Reading, Program Administration, Reading Diagnosis, *Reading Programs

The necessary ingredients for developing a successful developmental college reading program fall into three major divisions--the responsibilities of college presidents and deans to the reading program, the problems of establishing a strong foundation, and the development of a proper image. The major responsibility of college administrators is in the selection of well-trained, capable, and enthusiastic instructors. The next step is determining the proper aims and objectives in accordance with the philosophy of a particular school. Whatever may be decided, the program must contain the following attributes to be effective: diagnosis, vocabulary development, adequate skills development, and the use of materials which are provocative and stimulating enough to satisfy the various student needs. Individualization must also be included, since it is the necessary link for the above four attributes. However, complete success of a program is achieved through the favorable image which is projected to students, administrators, and citizens. (CL)

ED 043 449 RE 002 922

Morrison, Lois

Staffing, Equipping, and Operating Public School Reading Clinics.

Pub Date 7 May 70

Note—15p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$0.85

Descriptors—*Clinic Personnel (School), Educational Diagnosis, Grade 2, Individualized Instruction, *Reading Clinics, Reading Materials, *Reading Research, *Remedial Reading Clinics, Self Esteem, Staff Role, Teaching Machines

The procedures for establishing a reading clinic in the Lufkin Independent School District are reported. Specifically discussed are (1) the qualifications and selection of staff (director, clinicians, secretary/librarian); (2) suggested materials for word recognition and comprehension; (3) diagnostic procedures and tools used; (4) the instructional schedule tailored to the individual needs of each child, focusing on developing self image, language reading experiences, reading mathematics, and associated problems; and (5) objective and subjective means of evaluation. A study of the achievement of 12 matched pairs of second-grade students is also included. After the 7-month period, the experimental group, who received 1 hour of clinical instruction daily, had a significantly higher mean growth on the Stanford Achievement Test and the Spache Diagnostic Reading Scale. A significant difference in attitude

and motivation was also noted. References are included. (CL)

ED 043 450 RE 002 927

Smith, Blanche Hope

Can the Disadvantaged Succeed in Reading?

Pub Date 7 May 70

Note—11p.; Paper presented at the International Reading Association Conference, Anaheim, California, May 6-9, 1970

EDRS Price MF-$0.25 HC-$0.65

Descriptors—Community Problems, Cultural Background, *Culturally Disadvantaged, Educational Problems, Family Problems, *Reading Programs, Self Concept, *Student Teacher Relationship

A short review was made of the family, community, and school problems of disadvantaged children. The author then turned her attention to the help that the teachers of these children can give toward developing and improving the children's self-image and promoting and reinforcing positive attitudes. Opinions are expressed as to why some past educational programs for the disadvantaged have not been successful, and descriptions are given of programs and ideas that work. The author challenges reading teachers to give their unstinted aid to disadvantaged students who are attempting to find a new way of life. References are included. (NH)

ED 043 451 RE 002 929

Stanchfield, Jo M.

The Sexual Factor in Language Development and Reading.

Pub Date May 70

Note—13p.; Paper presented at the International Reading Association Conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$0.75

Descriptors—Elementary School Students, Kindergarten Children, *Language Development, Preschool Children, Primary Education, *Reading Development, *Reading Research, Relationship, *Sex Differences

The sex gap in language and reading was investigated. Studies which indicate that girls generally excel over boys in the language development and reading area were reviewed. Three educational levels were included in the investigation: preprimary, primary, and upper elementary. The author's study was made in the Los Angeles City Schools to determine whether boys' reading achievement would be affected by instruction in sex-segregated groups. At the end of the school year test scores indicated that girls, as a group, achieved significantly more than the boys and also showed significantly greater reading growth. Analysis of the data did not show that boys taught alone gained significantly more in achievement or in growth than boys taught in heterogeneous sex groupings. The study did, however, reveal seven basis areas of difference in the language-development patterns of boys and girls: verbal facility, listening skills, auditory discrimination, attention span, story preference, personality style and activity levels, and goals and motivations. Six years of subsequent research supported these findings. References are included. (Author/NH)

ED 043 452 RE 002 931

Winkley, Carol K.

What Do Diagnostic Reading Tests Really Diagnose?

Pub Date 7 May 70

Note—21p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$1.15

Descriptors—Achievement Tests, Reading Comprehension, *Reading Diagnosis, Reading Level, *Reading Skills, *Reading Tests, *Standardized Tests, Test Interpretation, Test Selection, Verbal Stimuli, Visual Stimuli, Word Recognition, Word Study Skills

A study was made of nine reading tests, including both group and individually-administered measures, which are claimed to be chiefly diagnostic. Instruments analyzed were the following: Silent Reading Diagnostic Tests (Bond, Balow, and Hoyt), Botel Reading Inventory, Durrell Analysis of Reading Difficulty, Gates-McKillop Reading Diagnostic Tests, McCullough Word Analysis Tests, Roswell-Chall Diagnostic Reading Tests, Diagnostic Reading Scales (Spache), and Levels I and II of the Stanford Diagnostic Reading Test. Examination of the nine diagnostic batteries revealed subtests for (1) measuring potential reading level, (2) measuring silent and oral reading performance, (3) estimating reading levels, (4) identifying inhibiting factors, (5) determining chief skill deficiency area, (6) determining word identification technique, and (7) locating word recognition difficulties. Among the conclusions, it was stated that most instruments cannot be used to determine the chief area of skill deficiency, including specific problems of vocabulary, comprehension, and rate. Word recognition subtests are limited in scope of subskills assessed and emphasize spelling ability. In addition, skills for monosyllabic words are more often measured than skills required to unlock polysyllabic words. Group-administered tests are limited to silent activities. (WB)

ED 043 453 RE 002 934

Anastasiow, Nicholas

Oral Language and Learning to Read.

Pub Date 8 May 70

Note—17p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$0.95

Descriptors—Auditory Perception, *Beginning Reading, *Child Language, *Cognitive Processes, Comprehension Development, Language Development, Perceptual Development, *Reading Processes

Research findings concerned with the relationship between the child's oral language behavior and learning to read are described. A cognitive-biological approach to the child's perceptual system development is taken, and data are presented to support both the developmental point of view of language development and the point of view that the child reconstructs all sensory input. Two critical phases in learning to read are delineated: (1) the child's previous ability to comprehend and decode speech auditorily as a prerequisite to decoding print and (2) the child's understanding of the relationship of spoken speech to the written symbol system for speech. The point is made that oral language is important only in that it may reflect cognitive and perceptual mastery of language, but it is an insufficient and inaccurate predictor of many children's capacity to learn how to read. A bibliography is included. (CM)

ED 043 454 RE 002 935

Chambers, J. Richard

Utilizing Word Recognition Skills While Improving Deficiencies.

Pub Date May 70

Note—19p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$1.05

Descriptors—Auditory Discrimination, Child Language, *Elementary Grades, Intermediate Grades, Lesson Plans, *Phonics, Primary Grades, *Reading Instruction, Sight Vocabulary, Visual Discrimination, *Word Recognition

Four possible alternative approaches for developing word recognition skills (including sample lesson plans for both primary and intermediate grades) were presented. The first emphasized the importance of the relative order of difficulty of word analysis skills involving phonic abilities and auditory and visual discrimination in both primary and intermediate grades. The second program stressed the use of vocabulary selected from words in the child's speaking vocabulary. The third focused on the inductive method of word recognition, and the fourth program emphasized the importance of acquiring both an intensive and extensive vocabulary. The lesson plans stressed the aspects of phoneme identification, knowledge of homophones, word classifications, and awareness of multimeaning vocabulary. The plans utilized self-directing/self-correcting material, every-pupil response techniques, and team-learning organizational patterns. References are included. (CL)

ED 043 455 RE 002 936

Cebulash, Mel

The Right to Read--An Editor's Point of View.

Pub Date May 70

Note—4p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$0.30

Descriptors—*Educational Problems, Experimental Programs, *Material Development, *Multimedia Instruction, Reading Diagnosis, Reading Failure, Reading Level, Reading Programs, Reading Research, Reading Skills, *Remedial Reading Programs, *Secondary School Students, Student Motivation

The junior-high or high-school student who reads below the fourth-grade level was cited as a national problem. Those students must be identified by reading specialists and English teachers, and programs must be prepared to correct these reading disabilities through motivation and skill building. Because of this need, the author described the research that went into the development of Scholastic Magazine's ACTION, a 90-day multimedia program for secondary students who read below the fourth-grade level. (NH)

ED 043 456 RE 002 937

Crowder, William W.

The Role of Literature in Fostering International Relations.

Pub Date 8 May 70

Note—10p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$0.60

Descriptors—Communication (Thought Transfer), *Communication Problems, *Foreign Relations, International Education, *International Programs, *Literature, Literature Appreciation, *Problem Solving, World Problems

The author listed four possible avenues for fostering international relations: individual contacts; letters, tapes, etc.; broadcasts and telecasts; and literature. Literature was described as an excellent means of communication and as a vehicle for creating good will, promoting understanding, and clearing up misconceptions. Several ways is which literature fits into the role of fostering international relations were mentioned: (1) literature can promote an awareness of the similarity of problems between nations; (2) literature can reveal man's quest for peace, although the route may seem hazy and circuitous; and (3) literature can help people to see the humane qualities of others. Suggestions are presented for effectively utilizing literature in this role. References are included. (NH)

ED 043 457 RE 002 938

Figurel, J. Allen, Ed.

Reading Goals for the Disadvantaged.

Pub Date 70

Note—339p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Delaware 19711

Document Not Available from EDRS.

Descriptors—Adult Education, Adult Reading Programs, Bilingual Students, *Conference Reports, *Disadvantaged Youth, Educationally Disadvantaged, Educational Programs, *Language Development, *Reading Instruction, *Reading Programs, Rural Education, Urban Education

The International Reading Association conference papers selected for this publication focus on the problems of teaching reading to the disadvantaged. The learner's background in language and experience, the teacher's goals and measures of potential and achievement, and the school's adjustment of program and instruction are all factors that affect successful learning for disadvantaged students and are represented in the publication. The selected papers are divided into five categories: general considerations, urban classroom applications, some rural applications, problems of bilingual children, and basic adult education. (Author/NH)

ED 043 458 RE 002 939

Furr, Oneta R.

Improving Flexibility in Reading for the Advanced Student.

Pub Date May 70

Note—17p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$0.95

Descriptors—*Advanced Students, Cognitive Processes, *Reading Comprehension, *Reading Instruction, Reading Processes, *Reading Skills, *Reading Speed

Reading as thinking, the key to reading maturity, flexibility, and efficiency, is dependent upon the reader's purposes and his repertory of reading skills. Instruction should begin with the teacher's evaluation of the reader's functioning skill level, his psychological characteristics, and the nature and quality of his stored information. Skillful reading instruction from the beginning and at all levels contributes to this essential objective--reading as a thinking process. The flexible reader, as a result of his attention to purpose, difficulty of material, complexity of theme, and background knowledge must make adjustments in his reading approaches. Variability in rate does result from this reading-thinking process. Therefore, teachers should present their students with varied reading material, provide exercises in reading for a variety of purposes, and frequently assess progress in developing reading flexibility. References and applications of the reading as thinking concept to the classroom are included. (Author/CL)

ED 043 459 RE 002 944

Johnson, Roger E.

How Readable Are Our Elementary Social Studies Textbooks?

Pub Date May 70

Note—14p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$0.80

Descriptors—*Elementary Grades, Interests, *Readability, Reading Level, *Social Studies, *Textbook Evaluation, Textbook Research, Textbooks, Textbook Selection

Major investigations have shown that children care little for social studies as a school subject. Therefore, a closer look was taken at social studies textbooks in order to ascertain if the reading difficulty of the texts was an important cause behind the children's dislike. This study evaluated the reading levels of 41 social studies texts adopted by the state of Florida for grades 1 through 6. The interest level of the material, any teacher-provided motivation, and methods of instruction were ignored. At the primary level, the Spache Readability Formula and the Readability Graph were used. For the intermediate-level books, the Dale-Chall Formula for Predicting Readability, the Direct Grade Equivalent Table for the Dale-Chall Formula, the Flesch Readability Formula, and the Fry Readability Graph were applied. It was found that all 41 texts had reading levels at or above the grade level for which they were intended and that 75 of the 128 readability levels obtained were above the designated grade level. References and tables are included. (NH)

ED 043 460 RE 002 945

Keetz, Mary A.

An Experimental Investigation of the Effectiveness of A College Reading and Study Skills Course for Freshmen Students Enrolled in Scientific Courses of Study.

Pub Date May 70

Note—7p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$0.45

Descriptors—Adult Reading Programs, *College Freshmen, *College Programs, Course Evaluation, Experimental Programs, Performance Factors, *Program Effectiveness, *Reading Programs, *Reading Research, Science Instruction, Study Skills

An investigation was undertaken to evaluate the effectiveness of a reading and study skills program for students taking a great number of courses that require quantitative reasoning, as well as other skills. Subjects were 53 freshmen enrolled at the Philadelphia College of Pharmacy and Science. All of the subjects had failed one or more courses. A battery of reading and study skills tests was administered to all subjects, and, based on test results, students were divided into experimental and control groups. The course included 13 sessions. Effectiveness of the course was determined by comparing the two groups on the various criterion measures employed in the study. Results showed no statistically significant differences between the groups in reading rate and comprehension of usual college materials, comprehension of science materials, and ability to read and study a textbook assignment. Several educational implications are pointed out, and references are included. (NH)

ED 043 461 RE 002 947

Manzo, A. V.

A Taxonomy for Processing the Literature on Reading Comprehension.

Pub Date May 70

Note—21p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$1.15

Descriptors—*Classification, Educational Diagnosis, Evaluation, Literature Reviews, *Reading Comprehension, Reading Materials, *Taxonomy

A schema for making possible a more systematic means of processing (reading and interpreting) the literature on reading comprehension is discussed. The system is based on classification of the literature into broad categories according to the aspects of reading comprehension which permit intelligent comparisons, contrasts, and insights. It is divided into the following seven categories: (1) pedagogy, (2) reading materials, (3) correlates of reading comprehension, (4) process analysis, (5) speculations; synthetical and divergent statements, (6) evaluation and diagnosis, and (7) reactions. An activity sheet, an overview of the taxonomy, a bibliography, and several examples of studies found in each category are included. Use of the included exercise is recommended for inservice workshops and graduate reading education courses. (CL)

ED 043 462 RE 002 948

Oliastro, Louis A.

Study Skills at the College Level.

Pub Date Mar 70

Note—9p.; Paper presented at the College Reading Association conference, Philadelphia, Pa., Mar. 19-21, 1970

EDRS Price MF-$0.25 HC-$0.55

Descriptors—College Students, Course Organization, Educational Needs, *Reading Skills, Reading Speed, *Student Needs, *Study Guides, Study Habits, *Study Skills

Increasing speed alone will not insure reading success, the author stated. It is important that students have the necessary reading and study skills and that they also develop good habits in both. The author mentioned the SQ3R (Survey, Question, Read, Recite, and Review) and the OK4R Formula. He also introduced a new study formula, I, PW, R, R, designed through the use of the S.O.S. Reading Study Kit. Steps in this formula are Isolate, Preview-Write, Read, and Reinforce. Suggested uses for the S.O.S. kit are given. References are included. (NH)

ED 043 463 RE 002 950

Pope, Lillie

Blueprint for a Successful Paraprofessional Tutorial Program.

Pub Date 25 Mar 70

Note—24p.; Paper presented at the meeting of the American Orthopsychiatric Association, San Francisco, Cal., Mar. 25, 1970

EDRS Price MF-$0.25 HC-$1.30

Descriptors—Disadvantaged Youth, Dyslexia, Educational Problems, Emotionally Disturbed Children, *Paraprofessional School Personnel, *Psychoeducational Clinics, *Reading Failure, Reading Skills, School Community Relationship, *Tutorial Programs, *Urban Education

The use of paraprofessionals as tutors for retarded readers has proved successful in reducing the number of school failures. Described here is a program that uses paraprofessionals drawn from the school's neighborhood in order to involve the community in solving some of its problems. This program is a psycho-educational service in a hospital mental-health setting which collaborated with the local school district in an attempt to improve reading skills in an extremely depressed urban community. The program was specifically designed to provide individual attention and some opportunity for success for children, among whom were dyslexics, emotionally disturbed children, disruptive children, and those who have been inappropriately taught. The guidelines used for establishing the program are described, as is the ongoing program. Teacher and paraprofessional evaluations and a list of materials used are included. (Author/NH)

ED 043 464 RE 002 951

Price, Uberto Raetsch, Fred

Breaking the Communication Barrier.

Pub Date May 70

Note—12p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$0.70

Descriptors—American English, *Communication Problems, *Cultural Differences, Disadvantaged Youth, *Educational Problems, Language Standardization, Middle Class Culture, *Nonstandard Dialects, Oral English, *Standard Spoken Usage, Teni, Verbal Communication

The communications barrier confronting the ghetto child, the child from Appalachia, or the reservation Indian is the standard middle-class English taught in most schools. Ways of dissolving this barrier are suggested. Speaking habits as well as thinking patterns of teachers must frequently alter. A child should be encouraged to verbalize and to share his feelings and experiences with others and to be made aware that reading is the sharing of the knowledge or experience of the author with the reader. It is the educator's duty, responsibility, and privilege to provide every student with the opportunity to advance as far as his capabilities allow by teaching him the skills needed to break the communication barrier. References are included. (NH)

ED 043 465 RE 002 952

Russell, David H. And Others

The Dynamics of Reading.

Pub Date 70

Note—307p.

Available from—Ginn and Company, 6900 East 30th St., Indianapolis, Ind. 46218

Document Not Available from EDRS.

Descriptors—Bibliotherapy, Childhood Interests, College Programs, Elementary Grades, High School Curriculum, Literary Criticism, *Literature, *Literature Programs, Mental Health, Personality, *Psychology, *Reading, Reading Comprehension, *Reading Processes, *Textbooks

The central concern of this book is the effect of reading from the perspective of Holbook Jackson's reference to "the reader as artist". Part One, Literary Backgrounds, establishes the literary and psychological framework central to the book. The second part, Research Backgrounds, focuses on (1) investigating the reading process and specific factors influencing personal response and (2) synthesizing and interpreting empirical research and authoritative data on the effects of reading. The final section, Three Applications, has as its initial focus the application of the earlier discussion to curriculum development. A second focus, growing out of the first, deals with an overview of literary programs and experiences for young people through college age. This text should be of value to upper-division and graduate students of reading and literature. It should also serve as a resource for teachers of teachers and scholars who are constantly concerned with the impact and effects of reading. (Author/DH)

ED 043 466 RE 002 953

Scott, Louise T.

Teenage Success: A Language Arts Program for the Nonacademic Student.

Pub Date May 70

Note—14p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$0.80

Descriptors—*Dropout Prevention, *Language Arts, Low Ability Students, Reading Ability, Reading Difficulty, *Reading Failure, *Remedial Reading, *Secondary Schools, Secondary School Students, Student Interests, Student Motivation

The question of what secondary school can do to cope with the large number of poor readers, the high relationship between dropouts and reading abilities, the widely varying abilities within the classrooms, and the increasing lack of interest in reading among young people is discussed. A secondary language arts program for nonacademic students that has proved a success is described. The program, tried in the Florence Public Schools, Florence, South Carolina, emphasized the student's worth as an individual, helped to increase his self-confidence, provided ways for him to experience success, and coordinated training in listening, speaking, reading, and writing. The organization, results, and evaluation of the program are presented. It is concluded that the program reduced the number of dropouts

and greatly increased student enthusiasm for reading and learning. (NH)

ED 043 467 RE 002 954

Shore, Robert Eugene

Programmed Approach vs. Conventional Approach Using highly Consistent Sound-Symbol System of Reading in Three Primary Grades.

Pub Date 8 May 70

Note—9p.; Paper presented at the International Reading Association Conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$0.55

Descriptors—*Audiovisual Aids, Beginning Reading, Feedback, *Phonics, *Primary Grades, *Programed Materials, Programed Texts, Reading Achievement, Reading Instruction, Reading Programs

The effects of two primary reading programs using a programed format (with and without audio-supplement) and a conventional format (the program format deprogramed) in a highly consistent sound-symbol system of reading at three primary grade levels were compared, using a pretest, post-test control group design. The degree of suitability of programed texts in reading instruction for primary children at various intelligence levels, at various age levels, and in different sex groups was also investigated. Treatment 1 followed a conventional approach in which commercial programed materials were deprogramed by stapling immediate feedback columns on the pages of the linear text so the learner could not use immediate feedback information. Treatment 2 used the same commercial series as Treatment 1 but in the prescribed programed way. Treatment 3 used the same series as Treatment 1 and 2 but with audio-reinforcement. An analysis of variance revealed Treatment 3 to be the most effective in grade 1 and Treatment 2 to be the most effective in grade 2; grade 3 findings were not statistically significant. Some statistically significant findings related to chronological age, mental age, and sex are also reported. (Author/CL)

ED 043 468 RE 002 955

Smith, Nila Banton

Strategies for Improving the Teaching of Decoding Skills.

Pub Date 7 May 70

Note—23p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$1.25

Descriptors—*Auditory Discrimination, *Beginning Reading, Computer Assisted Instruction, Context Clues, Dictionaries, *Educational Strategies, *Phonics, Reading Skills, Structural Linguistics, Teaching Machines, *Visual Discrimination, Word Recognition

After a discussion of the code-emphasis versus phonics-emphasis controversy, strategies for improving the teaching of decoding skills are presented. It is recommended (1) that only those phonic generalizations that are of high utility be taught, and revisions of phonics generalizations be made to make them even more inclusive and useful; (2) that auditory and visual discrimination be stressed early and throughout the grades, with particular emphasis on letters of the alphabet, phonic elements, and word recognition skills; (3) that greater use be made of context clues and analysis of word structure; and (4) that strategies for working with dictionaries should focus on teaching the schwa sound and having smaller sets of different dictionaries available in the classroom. Technologically assisted instructional innovations used in reading instruction are briefly discussed, including the talking typewriter, teaching machines, and the computer. Two linguistic viewpoints, the regular spelling approach and the structural linguistics approach, as they relate to decoding are also described. A bibliography is included. (CL)

ED 043 469 RE 002 957

Zimmerman, Howard C.

Eagles or Ostriches: A Question of Reading in Secondary and Higher Education.

Toledo Univ., Ohio.

Pub Date 70

Note—15p.

EDRS Price MF-$0.25 HC-$0.85

Descriptors—Colleges, Educational Problems, *Mass Media, *Nonverbal Communication, Oral Reading, Reading Ability, Reading Failure, *Reading Programs, *Reading Skills, Secondary Education, *Secondary Schools, Silent Reading, Speed Reading

A lack of efficiency and effectiveness among many students today in either oral or silent reading, a major mode of modern communication, is cited. It is reasoned that constructive steps must be taken toward improving reading abilities in both the high schools and colleges. The author refers specifically to steps that should be taken in Ohio by the Ohio College Association. Five modern myths concerning reading that have contributed to the indifference being shown toward reading in secondary schools are reviewed and refuted. Reading is not a unitary, simple, closed process; there are serious reading problems in high school and college; modern visual and auditory media have not supplanted the need for reading skills; speed reading does not solve the "volume problem" nor does it assist serious study; and the public will support reading programs. A bibliography is included. (NH)

ED 043 470 24 RE 003 071

Shima, Fred

Research on Word Association in Connected Discourse.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Report No—TR24

Bureau No—BR-6-2865

Pub Date 1 Apr 70

Contract—OEC-4-7-062865-3073

Note—17p.

EDRS Price MF-$0.25 HC-$0.95

Descriptors—*Associative Learning, *Connected Discourse, *Language Research, Learning Processes, *Mnemonics, *Retention, Verbal Learning

In understanding comprehension as the active processing of reading material, and in assuming that certain key content is stored in the memory, then mnemonic cues could be one important means of recalling this stored information. Since associative words apparently have high mnemonic cue value, they have been the subject of numerous investigations. The author's experiment varied associative level and measured retention by content words, sequences, total words in sequence, average length of sequence, and idea units. The results indicated that the low-associative passages, not the high-associative ones, had consistently higher retention. Since this conflicted with numerous studies by Rosenberg, attempts were made to account for them by examining other research studies related to (1) the effects of associative strengths in child verbal learning, (2) the role of associative connections in processing discourse, and (3) different retention measures and their relation to a two-component memory analysis of discourse processing. Although the principle of associative wording as the key to retention of connected discourse was generally supported, further research was recommended on associative density, size of the associative unit, and associative saliency. A bibliography is included. (DH)

ED 043 471 RE 003 146

Sciara, Frank J.

The Language of the Disadvantaged: Etiology, Characteristics, and Suggested Intervention Techniques.

Pub Date May 70

Note—13p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.25 HC-$0.75

Descriptors—Beginning Reading, *Disadvantaged Youth, *Nonstandard Dialects, Oral English, *Reading Instruction, *Standard Spoken Usage, Teaching Methods, *Teni

Variations between standard and nonstandard dialects are described as they relate to teaching reading. Children, when they enter school, have developed patterns of oral language which affect their abilities to learn to read in proportion to the degree to which their language patterns vary from standard English. Studies have shown that while disadvantaged children have more poorly developed language skills than their middle-class counterparts, they can be given instruction which will raise these skills. Speech should be encouraged without correction of dialectal differences as mistakes by providing stimulating experiences such as field trips, book sharing, films, pictures, etc. Teaching methods such as those used in English as a second language programs may be used profitably in direct language skills instruction. (MS)

ED 043 472 24 RE 003 177

Stanners, Robert E.

The Nature of Word Identification in Reading: Phonemic or Semantic? Final Report.

Oklahoma State Univ., Stillwater.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-9-G-090

Pub Date 31 Aug 70

Grant—OEG-7-9-460090-0139-(010)

Note—13p.

EDRS Price MF-$0.25 HC-$0.75

Descriptors—Memory, *Phonological Units, *Reading Processes, *Reading Research, *Semantics, Verbal Stimuli, *Word Recognition

Two experiments were conducted to ascertain whether the reader uses phonological cues, semantic cues, or both types of cues in identifying letter combinations. Sixty introductory psychology students participated in the first experiment, which tested the differential effects of phonological and semantic cues on the speed with which a verbal unit can be identified. For the second experiment, 20 undergraduate students took part in two sessions to investigate the question of verbal meaning. When presented visually with a verbal item, the subject had to decide rapidly whether it was or was not a part of his vocabulary. The results of the two experiments indicated that both phonological and semantic cues had an influence on identification speed for verbal material. The most important implications for reading research were drawn from Experiment 2, since it appeared to be a better analog of what the reader does than those experimental tasks which have been used in former research. Use of the same methodology employed in these experiments with more complex materials was recommended for further research. Tables and references are included. (DH)

ED 043 473 RE 003 178

Chapman, Carita A.

An Analysis of Three Theories of the Relationships Among Reading Comprehension Skills.

Pub Date 2 May 69

Note—17p.; Paper presented at the meeting of the International Reading Association, Kansas City, Mo., Apr. 30-May 3, 1969

EDRS Price MF-$0.25 HC-$0.95

Descriptors—*Educational Theories, Factor Analysis, *Models, *Reading Comprehension, *Reading Research, *Reading Skills, Sequential Learning

The focus in this analysis is on three theories of the relationships among reading comprehension skills primarily relating to the skills used in reading, not to the process or to the instructional procedures used for reading, as differentiated by Robinson. Consideration is given to three factors: (1) the existing need for theories and models in the systematic study of the relationships among the comprehension skills, (2) the definitive purposes served by models and theories, and (3) a discussion of three theories reviewed from theoretical and empirical research utilizing models based on these theories which explain how the component skills of reading comprehension are related to each other. The three theories are defined as follows: (1) The independent or isolated skills theory implies that reading comprehension is a set of different processes which may be learned independently from each other and in any sequence. (2) The global theory asserts that reading comprehension is a single or unitary general process, which after being learned will enable the learner to answer any kind of comprehension question about a given passage. (3) The hierarchical skills theory asserts that reading skills can be arranged into levels according to the complexity of the behavior necessary to learn each skill. Implications are also made to contemporary educational practice. Tables and references are included. (Author/DH)

ED 043 474 24 RE 003 188
Muller, Douglas G.
The Effect of Letter Training on the Acquisition of Word Reading Skills. Final Report.
New Mexico State Univ., Las Cruces.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-G-052
Pub Date 30 Jul 70
Grant—OEG-7-9-410052-0119-(010)
Note—29p.
EDRS Price MF-$0.25 HC-$1.55
Descriptors—Beginning Reading, Grade 1, *Language Research, *Paired Associate Learning, Phonics, *Reading Research, *Reading Skills, *Transfer of Training
Two experiments aimed at extending the principles of paired-associates learning transfer to the acquisition of reading skills are reported. Approximately 15 first graders were randomly assigned to each of the 10 treatment conditions. In the first experiment, four types of letter training were compared to two control conditions. The experimental conditions were (1) high phonic correspondence between letter name and sound (ABAcBc), (2) high mediating correspondence between letter name and sound (ABAcB'c), (3) low correspondence between letter name and sound (ABAcCc), and (4) first task observation of letter stimuli (AOAcBc). The control conditions were (1) warm up (ABCcDc) and (2) no letter training (--AcBc). Results showed a significant effect attributable to presentation method, with the ABAcBc and ABAcB'c tasks producing the greatest transfer and AOAcBc producing the least. The second experiment used preliminary training in mediational cues in ABAcBc to determine whether this would increase transfer to the second task. Three groups, ABAcBc, ABAcCc, and --AcBc, were compared. Results showed that training improved performance significantly. Conclusions reached after the two experiments were that (1) the ABAcBc paradigm produced maximum transfer, indicating that a phonics approach to reading is the most efficient and (2) mediation skills training is valuable in tasks such as these. References are included. (MS)

ED 043 475 24 RE 003 189
Stallings, Jane A. Keepes, Bruce D.
Student Aptitudes and Methods of Teaching Beginning Reading: A Predictive Instrument for Determining Interaction Patterns. Final Report.
Palo Alto Unified School District, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-I-099
Pub Date Jun 70
Grant—OEG-9-70-0005
Note—141p.
EDRS Price MF-$0.75 HC-$7.15
Descriptors—*Basic Reading, Beginning Reading, *Elementary Grades, Learning Motivation, Linguistics, Reading Achievement, *Reading Instruction, *Reading Research, *Sequential Approach
The question of whether reading methods interact differentially with student sequencing abilities was investigated. One hundred and thirty-one children from three schools in Palo Alto, California, were given reading instruction using a linguistic approach (Palo Alto Reading Program), and 115 children from three Palo Alto schools used a whole-word approach (MacMillan, Harper and Row, and Scott-Foresman). A battery of pretests was administered in September 1969, and a battery of post-tests was given in January 1970, after an instructional period of 70 days. The hypotheses tested were (1) children high in sequencing ability will exhibit higher reading achievement and less learning avoidance behavior in a whole word method than in a linguistic method and (2) children low in sequencing ability will exhibit higher reading achievement and lower learning avoidance behavior in a linguistic method than in a whole word method. The results showed that children high in sequencing ability exhibited higher reading achievement in the linguistic treatment than in the whole word method, while children low in sequencing ability exhibited lower reading achievement in the linguistic treatment than in the whole word treatment. Sequencing ability was negatively correlated with learning avoidance behavior in the whole-word treatment, but was not correlated in the linguistic treatment. References and tables are given. (DE)

SE

ED 043 476 SE 007 523
The Shapes of Tomorrow.
Vermont Univ., Burlington.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C. Educational Programs Div.
Pub Date 67
Note—203p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C., 20402 (Cat. No. 0-246-252, $1.50)
EDRS Price MF-$1.00 HC Not Available from EDRS.
Descriptors—*Aerospace Technology, Computers, *Geometric Concepts, *Instructional Materials, Integrated Curriculum, Mathematics, Measurement, Scientific Concepts, Secondary School Mathematics, *Secondary School Science
This book, written by classroom teachers, introduces the application of secondary school mathematics to space exploration, and is intended to unify science and mathematics. In early chapters geometric concepts are used with general concepts of space and rough approximations of space measurements. Later, these concepts are refined to include the use of coordinates and measurements in space exploration. The first three chapters may be used as supplementary material to challenge students with space applications, as well as resource materials for the teachers. Chapters 4 and 5 provide basic concepts of science and mathematics needed to understand space travel. These concepts may supplement regular science computers in treating meaningful problems. (RR)

ED 043 477 SE 007 669
Merrill, Richard J. Ridgway, David W.
The CHEM Study Story.
California Univ., Berkeley.
Pub Date 69
Note—173p.
Available from—W. H. Freeman and Co., 660 Market St., San Francisco, Calif. 94104 ($2.12)
Document Not Available from EDRS.
Descriptors—*Chemistry, *Curriculum, Curriculum Development, *Evaluation, Instructional Materials, Science Course Improvement Project, *Science Education History, Secondary School Science
Identifiers—Chemical Education Material Study
The history of the planning, funding, preparation of preliminary materials, teacher preparation, trial teaching, evaluation, revision and final publication of the CHEM Study materials is presented. The anecdotal account points out the difficulties encountered, the solutions found and the pitfalls avoided so that the experience gained may be useful to future curriculum developers. The appendices include lists of personnel; a bibliography of material published by and about CHEM Study; a list and description of films produced for the course, drafts of criteria for producing films as well as comments upon these criteria; and samples of the open-book examinations developed. Sample agendas of, and brief notes on, meetings held by the steering committee, contributors and evaluators, are also appended. A seven-page index is included. (AL)

ED 043 478 SE 007 671
Bluestone, Barbara Z. Roth, Richard F.
Short Films for Physics Teaching, A Catalog.
Commission on Coll. Physics, College Park, Md.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date [69]
Note—82p.
EDRS Price MF-$0.50 HC-$4.20
Descriptors—Catalogs, *Chemistry, Films, *Instructional Materials, *Mathematics, *Physical Sciences, *Physics, Single Concept Films
This annotated film catalog is a product of the Conference on Single Concept Films in College Physics Teaching sponsored by the Commission on College Physics. Both 8mm and 16mm single concept films are listed for physics and related disciplines. The catalog includes commercial, noncommercial, and foreign films. However, the film coverage was limited to those lasting 10 minutes or less, with the exception of film cartridges for the Fairchild projector. The films are grouped into eleven areas: Mechanics; Thermodynamics; Electricity and Magnetism; Optics and Waves; Atomic and Nuclear; Fluid Mechanics; Astronomy; Chemistry; Mathematics; Lab, Apparatus, and Miscellaneous. The appendices include a list of film distributors and producers, a list of computer-animated films, and a list of leading university audio-visual libraries. (PR)

ED 043 479 SE 007 673
Instruction by Design, A Report on the Conference on New Instructional Materials in Physics (University of Washington, Seattle, June 21-August 21, 1965).
Commission on Coll. Physics, College Park, Md.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 65
Note—44p.
EDRS Price MF-$0.25 HC-$2.30
Descriptors—*College Science, Computer Assisted Instruction, *Conference Reports, Film Production, Films, *Instructional Materials, *Physics, *Program Improvement
Identifiers—Commission on College Physics, National Science Foundation
This review has a section devoted to each of the following conference topics: Monographs, Film, Experiment Sequences, Computer-assisted Instruction, Designing a Unit of Instruction, and Toward New Solutions. Each section contains background discussion on the rationale, philosophy, and importance for improvements in the area being considered. The materials developed at the conference are described, and include multi-level monographs, film on symmetry and computer generated film; experimental sequences on oscillators and normal modes; kinetic theory; and properties of matter. Brief examples of computer-assisted program sequences on weightlessness and optics are presented, as is a list of conference participants. Photographs. (PR)

ED 043 480 SE 007 868
A Guide to Science Curriculum Development.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—Bull-161
Pub Date [70]
Note—68p.
EDRS Price MF-$0.50 HC-$3.50
Descriptors—*Curriculum, Curriculum Development, Curriculum Planning, Elementary School Science, Guides, *Scientific Concepts, *Scientific Enterprise, *Scientific Methodology, Secondary School Science
Identifiers—ESEA Title III
This guide provides a framework that may be used by local science curriculum developers to produce units of study, each representing a process of science applied to one of the conceptual schemes of science within one of the major categories of science. Examples of variants, (at ten levels of sophistication), of the 18 major concepts which result from applying the conceptual themes "diversity," "change," "continuity," "interaction," "organization," "limitations" to biology, physical sciences, and earth sciences are provided. The major topics within each of the ten levels are structure and function, biochemical reactions, genetics and evolution, ecology, matter, energy, force and the materials, processes and configurations of the earth and the universe. The major concepts and the following science processes are used to define the units of science: observing, classifying, inferring, predicting, measuring, communication, interpreting data, defining, formulating questions and hypothesis, experimenting, and formulating models. The nature of scientific enterprise, including the philosophy of science and the actions of scientists, is considered along with the cultural implications of science in its aesthetic, philosophical, economic, political, and sociological aspects so that curriculum builders can make appropriate choices about the content of their science units. This work was prepared under an ESEA Title III contract. (AL)

ED 043 481 SE 008 064
Vitrogan, David
A Science Skills Center Approach To Develop Functional Literacy Among Socially Disadvantaged Youth, An NDEA Sponsored Laboratory Demonstration Project.

Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences.
Pub Date Mar 70
Note—19p.; Paper presented at Annual Meeting of the National Association for Research in Science Teaching (43rd, Minneapolis, Minn., March 5-8, 1970)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Compensatory Education, *Disadvantaged Youth, Instructional Materials, *Reading, Science Activities, *Science Education, *Skill Development, Slow Learners, Teaching Procedures, Underachievers

A Science Skills Center was designed and operated as part of an NDEA Summer Institute for Teachers in Grades 6-9, in which 40 teachers participated. These teachers were provided with the opportunity to participate in demonstration centers working with some 90 children, whose reading scores ranged from 3.0 to 8.5, and who ranged in age from 11 to 14. Thirty of the children worked in the Science Skills Center. These children also worked in Reading Skill Centers, which were designed as learning laboratories where children work individually, or in small groups, interacting with self-directing materials which were matched to diagnosed needs. The Science Skills Centers provided learning experiences which integrated reading with highly motivating science experiences. The science experiments provided the children with a concrete meaning for words, and provided the opportunity to learn science concepts and processes. The children responded enthusiastically to the various tasks in which they were involved. Reading gains of approximately one-half of a grade were obtained. [Not available in hardcopy due to marginal legibility of original document.] (BR)

ED 043 482 SE 008 093
Moon, Thomas C.
A Study of Verbal Behavior Patterns in Primary Grade Classrooms During Science Activities.
California State Coll., Pa.
Pub Date Mar 70
Note—17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (43rd, Minneapolis, Minn., March 5-8, 1970)
EDRS Price MF-$0.25 HC-$0.95
Descriptors—*Behavior Patterns, *Elementary School Science, *Interaction Process Analysis, Questioning Techniques, Science Activities, *Teacher Behavior, *Verbal Communication

This paper reports a study of selected examples of verbal behavior patterns in primary grade classrooms during science activities. The subjects were 32 elementary teachers within five mid-Michigan public school districts. A control group of 16 teachers taught science in the conventional manner. The experimental group received an in-depth study of the Science Curriculum Improvement Study's (SCIS) teaching methods and materials at a 3-week workshop, and used the teaching methods and materials suggested by SCIS in their classrooms. The study was designed as a quasi-experimental, time-series analysis and involved a series of science teaching observations over a one-year period. Each science lesson was recorded with portable tape recorders, and two of the three instruments used in evaluating the data were concerned with information gathered from analyses of the taped lessons. The data indicated that the SCIS teachers differed significantly from those teachers employing conventional science teaching methods and materials by demonstrating an increase in the amount of direct teacher influence displayed in verbal behavior patterns during science activities. Additionally, the SCIS teachers displayed a preference toward asking high-level questions of children. Bibliography. (LC)

ED 043 483 SE 008 098
Case, James B.
Treating Chemical Equilibrium Mathematically in Secondary Schools: A Preliminary Investigation.
Nevada Southern Univ., Las Vegas.
Pub Date 6 Mar 70
Note—9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (43rd, Minneapolis, Minn., March 5-8, 1970)
EDRS Price MF-$0.25 HC-$0.55
Descriptors—*Academic Achievement, *Chemical Equilibrium, *Chemistry, *Instruction, Science Units, Scientific Concepts, Secondary School Mathematics, *Secondary School Science

This report presents the procedures, results, and conclusions of a study to determine the characteristics of secondary school chemistry students who were successful in grasping a mathematical approach to learning chemical equilibrium. Subjects were eighty-nine students enrolled in chemistry at a rural-suburban high school; each student had completed at least one-year of algebra and plane geometry. An experimental mathematically based unit on chemical equilibrium developed by the investigator was taught to the students. Six daily lesson tests and a final test were administered to the students during the study. Results indicated that about one student in five was successful in understanding the quantitative presentation of chemical equilibrium while the remaining students attained varying degrees of understanding of the experimental unit. The successful students were described as highly intelligent, with more than five semesters of mathematics and science respectively. Som e implications for teaching chemical equilibrium from a mathematically based approach are considered. (LC)

ED 043 484 SE 008 324
Blosser, Patricia E. Howe, Robert W.
An Analysis of Research on Elementary Teacher Education Related to the Teaching of Science.
Ohio State Univ., Columbus. ERIC Information Analysis Center for Science Education.
Pub Date Feb 70
Note—11p.
Available from—National Science Teachers Assoc., 1201 16th St., N.W., Washington, D.C. 20036
Journal Cit—Science and Children; v6 n5 p50-60 Jan/Feb 69
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—Bibliographies, Curriculum, *Elementary School Science, Methods Courses, *Preservice Education, *Research Reviews (Publications), Teacher Characteristics, *Teacher Education

Literature concerned with the preservice preparation of elementary school teachers in science and science teaching methods, both research studies and program guidelines, was reviewed along with studies of the status of elementary school science teaching. Most reports reviewed concluded that the present teacher education programs are an inadequate preparation for teaching science in elementary schools since the science content is often limited and specialized, and few special methods courses are provided. Although a number of studies investigated the competencies needed by teachers of elementary school science, this question requires further study. Areas where research needs to be done are identified and a plea for careful design and analysis, so that results are widely applicable, is made. Fifty references are cited. (AL)

ED 043 485 SE 008 435
Bartos, John A.
A Model for Program Selection and Its Use for Evaluating Stated Goals of Biological Science as Presented in Two Approaches: BSCS and Non-BSCS.
Baldwin-Whitehall School District, Pittsburgh, Pa.
Pub Date Mar 70
Note—29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (43rd, Minneapolis, Minn., March 5-8, 1970)
EDRS Price MF-$0.25 HC-$1.55
Descriptors—*Academic Achievement, *Biology, *Curriculum, Educational Change, *Evaluation, Interaction Process Analysis, *Secondary School Science
Identifiers—Biological Sciences Curriculum Study, Cooperative Biology Test, Test on Understanding Science

The purpose of this study was to describe and exemplify a model to aid schools in introducing and evaluating new instructional programs. Four basic steps are identified: selecting the curriculum goals, identifying a possible program or programs, evaluating the implementation of the program or programs, and developing and obtaining instruments for the evaluation of goals. This model was used to evaluate two biology courses to assist in making a curriculum decision. Twenty-two 10th grade classes in one high school were studied. Twelve of these classes were using Biological Sciences Curriculum Study (BSCS) materials and the other ten were using a traditional text. Achievement of the students was measured using the Test on Understanding Science, the Cooperative Biology Test, and the Problem Solving Ability Test. Classroom transactions were measured using the Biology Classroom Activity Checklist and three interaction analysis systems. Lesson plans were also collected and examined. It was concluded that, as taught in this high school, the BSCS program more nearly fulfilled the goals that had been set for biology instruction. (EB)

ED 043 486 SE 008 671
Jackson, Ellen
Subject Guide to Major United States Government Publications.
American Library Association, Chicago, Ill.
Pub Date 68
Note—185p.
Available from—American Library Assoc., 50 East Huron St., Chicago, Ill. 60611 ($5.50)
Document Not Available from EDRS.
Descriptors—Bibliographies, *Catalogs, *Government Publications, *Guides, Indexes (Locaters), *Information Retrieval, *Library Guides, Publications

This guide is a listing of government documents under alphabetically arranged subject headings. Recent works of current major interest are included. Brief annotations and explanatory notes are given when the title does not indicate the document's nature. Reference is given, where appropriate, to general indexes and Public Documents Division price lists. Each entry includes full title, pagination, note of illustrations and charts, series note, and Superintendent of Documents classification number. The subject headings are modified from Library of Congress practice. A final 16-page section (by W. W. Katz) lists, and describes the use of general and subject guides, catalogs and indexes, congressional publications, subject indexes and selection aids, and additional aids to special areas which are available to users of government documents. The volume is primarily designed as a guidebook to government documents for reference librarians and library-school students. (AL)

ED 043 487 SE 008 729
Heikkinen, Henry
REACTS 1970, Proceedings of the Regional Educators Annual Chemistry Teaching Symposium (1st, College Park, Maryland, January 14, 1970).
Maryland Univ., College Park. Dept. of Chemistry.
Pub Date 70
Note—252p.
Available from—REACTS-1970, Dept. of Chemistry, Univ. of Maryland, College Park, Md. 20742 ($3.00, Payable to Dept. of Chemistry)
Document Not Available from EDRS.
Descriptors—Biochemistry, *Chemistry, *College Science, *Conference Reports, Objectives, Organic Chemistry, Resource Materials, *Secondary School Science, *Symposia

These proceedings of a symposium organized by the chemistry department of the University of Maryland contain the texts of addresses given to approximately 200 chemistry teachers and educators from adjacent areas. An outline of the University of Maryland undergraduate chemistry curriculum is given and a summary of discussions between school and university chemistry teachers presented. The necessity for stating performance objectives is indicated. Included are papers on structure of drugs, the relationship between wave length of polarized light and crystal structure, the origin of elements as stable combinations of neutrons and protons, recent studies in inorganic chemistry, the chemistry of DNA molecules, the composition of lunar rocks, chemistry of environmental changes, brain biochemistry, polywater, clinical electroanalytical techniques, and a survey of international chemistry teaching. Discussions that followed the papers are reported. Lists of participants and University of Maryland chemistry department faculty conclude the illustrated volume. (AL)

ED 043 488 SE 008 786
Howes, Virgil M.
Individualizing Instruction in Science and Mathematics.

International Center for Educational Development, Encino, Calif.
Pub Date 70
Note—213p.
Available from—The Macmillan Company, 866 Third Ave., New York, N.Y. 10022 ($3.50)
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Educational Technology, *Individualized Instruction, *Instruction, *Mathematics Education, Multimedia Instruction, Programed Instruction, *Science Education
This anthology of articles originally published between 1964 and 1969 has two sections: one describing methods of individualizing instruction in science and mathematics with some examples of successful practices, and the second containing seven papers, five dealing with the use of computers to individualize instruction, one with the impact of technology on education, and one discussing the use of systems analysis in educational planning. Six of the 11 papers in the first section are concerned with science instruction, four with mathematics and one describes three meanings of "inquiry methods." Programed learning, computer assisted instruction, audio-taped instruction for laboratory demonstrations, and the use of a multi-media learning laboratory are described. Suggestions are given for developing and assessing individualized instructional procedures. (AL)

ED 043 489 SE 008 948
Ferrence, Gary Mark
The Quantification and Qualification of Verbal Communication in the High School Biology Laboratory.
Indiana Univ., Bloomington.
Pub Date 68
Note—180p.
Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-6735, Microfilm $3.00, Xerography $8.20)
Document Not Available from EDRS.
Descriptors—*Biology, *Classroom Observation Techniques, *Instruction, *Interaction Process Analysis, *Laboratory Procedures, Secondary School Science, Student Behavior
A 12-category instrument was developed for describing verbal interaction among students working in small groups in the biology laboratory. Seventy-five student laboratory groups were tape recorded. Data were collected while the students worked on two different laboratory activities, and group laboratory reports were collected at the end of each recording session. The tapes were used to establish intercoder agreement in the use of the instrument. The laboratory reports were evaluated by five experienced biology teachers, and the total score taken as an indication of task orientation of the group. Spearman's rho was used to determine the correlations between task orientation and the percentages of interaction classified in each category of the observation instrument, and between measures for the two different laboratory activities. (EB)

ED 043 490 SE 008 977
Science and Mathematics Education Information Report, General Bibliography Series, Bibliography 33. Instructional Equipment and Materials.
Ohio State Univ., Columbus. ERIC Information Analysis Center for Science Education.
Pub Date May 70
Note—78p.
EDRS Price MF-$0.50 HC-$4.00
Descriptors—*Bibliographies, *Instructional Materials, *Mathematics Education, *Science Education, *Science Equipment, Science Materials
This is the third in the fourth series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science and Mathematics Education. Reported are 355 citations of selected documents related to instructional equipment and materials for science and/or mathematics education. The documents include research reports, research reviews, manuals, speeches, textbooks, and other document types. Entries are listed in alphabetical order by author under science education, mathematics education, and general. An author index is provided. Citations include author, source, availability, and major ideas of the document. This bibliography updates, but does not replace, bibliographies 3, 13, and 23. (RR)

ED 043 491 SE 008 982
Science and Mathematics Education Information Report, General Bibliography Series, Bibliography 38, Legislative Acts and Reports. Administration and Supervision, Science Facilities.
Ohio State Univ., Columbus. ERIC Information Analysis Center for Science Education.
Pub Date May 70
Note—19p.
EDRS Price MF-$0.25 HC-$1.05
Descriptors—Administration, *Bibliographies, Federal Programs, *Legislation, *Mathematics Education, *Science Education, Science Facilities, *Supervision
This is the eighth in the fourth series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science and Mathematics Education. Reported are 53 citations of selected documents related to legislative acts and reports affecting science and mathematics education, administration and supervision in science and mathematics education, and science facilities. Under these headings the entries are listed alphabetically by author. An author index is provided. The documents include research reports, research reviews, manuals, speeches, textbooks, and other document types. Citations include author, source, availability, and major ideas of the document. This bibliography updates, but does not replace, bibliographies 8, 18, and 28. (RR)

ED 043 492 SE 008 984
Science and Mathematics Education Information Report, General Bibliography Series, Bibliography 40. Teacher Characteristics, Student Characteristics.
Ohio State Univ., Columbus. ERIC Information Analysis Center for Science Education.
Pub Date Apr 70
Note—22p.
EDRS Price MF-$0.25 HC-$1.20
Descriptors—Academic Achievement, *Bibliographies, Mathematics Education, *Mathematics Teachers, Science Education, *Science Teachers, Student Attitudes, *Student Characteristics, *Teacher Characteristics, Teacher Evaluation
This is the tenth in the fourth series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science and Mathematics Education. Reported are 59 citations of selected documents related to characteristics of teachers and students of science and mathematics. The documents include research reports, research reviews, manuals, speeches, textbooks, and other document types. Entries are listed in alphabetical order by author under teacher characteristics and student characteristics. An author index is provided. Citations include author, source, availability, and major ideas of the document. This bibliography updates, but does not replace, bibliographies 10, 20, and 30. (RR)

ED 043 493 SE 009 012
Adams, W. Royce Hurd, Paul DeHart
How to Read the Sciences. A Dynamic Approach to College Reading.
Educational Development Corp., Palo Alto, Calif.
Pub Date 70
Note—269p.
Available from—Scott, Foresman and Co., 1900 East Lake Ave., Glenview, Ill. 60025 ($3.00)
Document Not Available from EDRS.
Descriptors—*College Science, College Students, *Instructional Materials, *Reading, *Reading Development, *Study Habits, Textbooks
This text is designed to develop flexibility of reading techniques in college science students. Four basic steps useful in reading science textbooks and research reports are described and illustrated by using extracts from current college science textbooks. Each of the steps (exploration of document, vocabulary check, analysis for comprehension and synthesis for understanding) is treated separately, but practice extracts, with questions are provided. Six patterns of scientific writing (classification, process-description, factual statement, problem-solving, experiment-instructions, and combinations of the preceding five) are recognized and exemplified in the analysis section where appropriate techniques for use with each pattern are given. Advice on techniques for building a vocabulary, taking notes, using outside reading sources, and taking tests is given. (AL)

ED 043 494 SE 009 025
Cleaver, Thomas Jesse
The Development and Testing of an Experimental Model Instructional Program for the Teaching of Biological Concepts, Using Single-Topic Films.
Texas Univ., Austin.
Pub Date 68
Note—203p.
Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-6130, Microfilm $3.00, Xerography $9.25)
Document Not Available from EDRS.
Descriptors—*Audiovisual Aids, *Biology, *Instruction, *Instructional Materials, Interaction Process Analysis, *Secondary School Science, Single Concept Films
Identifiers—Biological Sciences Curriculum Study
The aim of this study was to develop an instructional model for use with Biological Sciences Curriculum Study single-topic films which included clear identification and use of the rationale and expected behavioral outcomes of these films. New guides were written for some of the films, and a procedure was developed for observing and recording teacher-pupil interaction in classroom situations. Tape recordings from classes of ten biology teachers were analyzed to investigate the effects of the films and corollary materials on teacher-pupil interaction and on the achievement of the behavioral goals. Points of strength and weakness in the instructional program were identified. (EB)

ED 043 495 SE 009 045
Maier, Jack And Others
Earth-Space Science In-Service Training Syllabus, Astronomy-Physics-Florida Geology & NASA Space Workshop.
Lake County Board of Public Instruction, Tavares, Fla.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 68
Note—77p.
EDRS Price MF-$0.50 HC-$3.95
Descriptors—Astronomy, *Elementary School Science, Geology, *Inservice Teacher Education, *Physical Sciences, Physics, Program Descriptions, *Secondary School Science, *Teacher Education
Identifiers—ESEA Title III
This syllabus gives a day by day descriptive account of the activities and subjects covered during a two-week in-service program on astronomy, physics, and Florida geology for teachers of grades one through nine. The program for the astronomy and physics was designed to accommodate four levels of instruction: Grades 1 and 2; Grades 3 and 4; Grades 5 and 6; and Grades 7, 8, and 9. A different track for each of these levels was presented so that each teacher could participate with a group most appropriate for his teaching level. Included are the objectives of the program and description of how the program was planned. This work was prepared under an ESEA Title III contract. (PR)

ED 043 496 SE 009 046
Maier, Jack And Others
Earth-Space Science Activity Syllabus for Elementary and Junior High School Teachers of Science.
Lake County Board of Public Instruction, Tavares, Fla.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Sep 68
Note—210p.
EDRS Price MF-$1.00 HC-$10.60
Descriptors—Aerospace Technology, Earth Science, *Elementary School Science, *Instructional Materials, *Physical Sciences, Resource Materials, *Science Activities, *Secondary School Science
Identifiers—ESEA Title III
This syllabus is a collection of earth-space science laboratory activities and demonstrations intended for use at the elementary and junior high school levels. The activities are grouped into eight subject sections: Astronomy, Light, Magnetism, Electricity, Geology, Weather, Sound, and Space. Each section begins with brief background information, including an introduc-

tion, vocabulary list, and basic concepts. The activities are presented with objectives, materials, procedures, and, when appropriate, conclusions and suggestions for further activities. Clarifying diagrams of the equipment and material arrangements accompany most activities. This work was prepared under an ESEA Title III contract. (PR)

ED 043 497 SE 009 071

Abruscato, Joseph Anthony

The Student Communication Analysis (SCAN) System: Its Development and Preliminary Utilization.

Ohio State Univ., Columbus.

Pub Date 69

Note—206p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor Michigan 48106 (Order No. 70-6708, Microfilm $3.00, Xerography $9.45)

Document Not Available from EDRS.

Descriptors—Classroom Observation Techniques, *Earth Science, *Instruction, *Interaction Process Analysis, *Secondary School Science, *Student Behavior, Teacher Behavior

A category system was developed to describe verbal and non-verbal classroom behavior of junior high school science students. The category system contained two major sections: communicative (symbolic) behavior and non-communicative (non-symbolic) behavior. The instrument was used in conjunction with a teacher behavior category system (developed in a companion study) to analyze videotapes made simultaneously of student and teacher behavior in eight ninth grade earth science classrooms. The percentage distributions of observed student behaviors in eight lecture discussion sessions and three laboratory sessions were reported. Conclusions from the analyses of the data included the following: (1) Student behaviors and teacher behaviors were related, (2) Student behaviors were both positively and negatively related to teacher behaviors, (3) Student classroom behavior was predominately communicative (symbolic) in nature. (EB)

ED 043 498 SE 009 129

Archibald, Paul Lee

The Status of Modern Mathematics in Grades One Through Six in the Public Schools of Mississippi.

Mississippi State Univ., State College.

Pub Date 67

Note—194p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-9414, Microfilm $3.00, Xerography $8.80)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Doctoral Theses, *Elementary School Mathematics, Mathematics Education, *Modern Mathematics, Research, State Surveys, *Surveys

Identifiers—Mississippi

Sampled were 309 principals and 737 teachers. Modern mathematics was taught at 76 percent of the schools. Responders indicated it was easier to place in the curriculum in schools that were not consolidated. A majority of the teachers felt it was easy to teach. (RS)

ED 043 499 SE 009 337

Programs in Mathematics for Low Achievers. Report, National Conference of State Supervisors of Mathematics (University of Virginia, Charlottesville, December 4-9, 1969).

Virginia Univ., Charlottesville.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Feb 70

Note—157p.

EDRS Price MF-$0.75 HC-$7.95

Descriptors—*Conference Reports, Instruction, *Instructional Programs, *Low Achievers, Mathematics, *Mathematics Education, *Supervision

This is a report of a Conference of State Supervisors of Mathematics held at the University of Virginia December 4-9, 1969. The long-range goal of the conference was "to stimulate replication of successful compensatory programs in mathematics for low achieving students." Forty-eight state supervisors representing 34 states and Puerto Rico participated. This report contains the purposes and procedures of the conference, the two papers presented, a brief description of the approach to training teachers of low achievers which was demonstrated at the conference, and a summary and analysis of each of the five model compensatory programs which were presented at the conference. (FL)

ED 043 500 SE 009 341

Ellis, M. J. Hubbard, R. P.

Human and Mechanical Factors in Ergometry.

Illinois Univ., Urbana. Children's Research Center.

Spons Agency—Illinois State Dept. of Mental Health, Springfield.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [70]

Note—31p.

EDRS Price MF-$0.25 HC-$1.65

Descriptors—*Exercise (Physiology), *Measurement Techniques, *Muscular Strength, Physical Education, *Research Methodology

Analysis of the human and mechanical factors inherent in ergometry suggest many strategies for the improvement of experiments related to exertion. The resistive principles of gravitation, friction, elasticity, viscosity, magnetism, and inertia used in ergometers impose different restraints on experiments. The suitability of different resistive principles to differing experimental situations are discussed. The mechanical concept of work has led to confusion in the quantification of exertion, and units of impulse are suggested as preferable when irreversible transformations of chemical energy in human muscle are considered. The interaction of the subject's structure and the mechanics of the resistive devices requires the equation of subjects geometrically in both cross-sectional studies and within-subject comparisons. The differential rates of degradation of physiological and psychological adaptation (skill) over time allow the disentangling of the two sets of adaptations resulting simultaneously from practice. (EB)

ED 043 501 SE 009 343

High School Oceanography.

Falmouth Public Schools, Mass.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 70

Note—240p.

EDRS Price MF-$1.00 HC-$12.10

Descriptors—*Course Content, *Curriculum, Geology, *Instructional Materials, Marine Biology, *Oceanology, Physical Sciences, Resource Materials, *Secondary School Science

Identifiers—ESEA Title III

This book is a compilation of a series of papers designed to aid high school teachers in organizing a course in oceanography for high school students. It consists of twelve papers, with references, covering each of the following: (1) Introduction to Oceanography, (2) Geology of the Ocean, (3) The Continental Shelves, (4) Physical Properties of Sea Water, (5) Waves and Tides, (6) Oceanic Circulation, (7) Air-Sea Interaction, (8) Sea Ice, (9) Chemical Oceanography, (10) Marine Biology, (11) The Origin and Development of Life in the Sea, and (12) Aquaculture, Its Status and Potential. The topics suggested are intended to give a balanced coverage to the subject matter of oceanography and provide for a one semester course. It is suggested that the topics be presented with as much laboratory and field work as possible. This work was prepared under an ESEA Title III contract. (HB)

ED 043 502 SE 009 366

Smith, John Preston

The Development of a Classroom Observation Instrument Relevant to the Earth Science Curriculum Project.

Stanford Univ., Calif.

Pub Date 69

Note—125p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-1639, Microfilm $3.00, Xerography $6.00)

Document Not Available from EDRS.

Descriptors—*Classroom Observation Techniques, *Earth Science, *Instruction, Interaction Process Analysis, *Secondary School Science

Identifiers—Earth Science Curriculum Project

Behaviors described by the instrument were grouped into categories related to developing text material, pre-lab, laboratory, and post-lab discussion. Judges' ratings were used to select behaviors which could be designated as (1) consistent with ESCP, (2) neutral, or (3) inconsistent with ESCP. Classroom observations based on the instrument were made of six ninth grade ESCP teachers in three junior high schools by three teams of two observers each. The results were analyzed for implications in two areas: descriptions of teachers relative to ESCP, and points of departure for further research. (EB)

ED 043 503 SE 009 371

Mann, Charles Alan

Potential Dangers in Selected Elementary School Science Activities.

Arizona Univ., Tucson.

Pub Date 69

Note—104p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-5539, Microfilm $3.00, Xerography $5.20)

Document Not Available from EDRS.

Descriptors—*Elementary School Science, *Instruction, *Safety, *Science Activities

The purpose of this study was to determine the relationship between textbook authors', teachers', and safety specialists' danger potential rankings of selected elementary school science activities. A questionnaire was constructed using twenty-two activities selected from elementary science textbooks which involved potentially dangerous materials or procedures. Textbook authors, randomly selected fourth grade teachers, and safety specialists were asked to rank each activity in one of five categories from "extremely dangerous" to "safe". Rank order correlations and coefficients of correlations were computed. The results showed a high level of agreement between the three groups on the safety ranking of the activities. (EB)

ED 043 504 SE 009 392

Citron, Irvin M.

The Search for More Effective Methods of Teaching High School Biology to Slow Learners Through Interaction Analysis: An Investigation to Determine the Value of Interaction Analysis in the Adaptation of Biology Instruction to the Needs of Slow Learners at the Secondary School Level.

New York Univ., N.Y.

Pub Date 69

Note—230p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-21,183, Microfilm $3.00, Xerography $10.35)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Biology, Comparative Analysis, Concept Formation, *Instruction, Interaction Process Analysis, Problem Solving, *Slow Learners, *Teaching Styles

Identifiers—Biological Sciences Curriculum Study

This study extended over two academic years and involved six biology teachers and 199 students in nine slow-learner classes in four high schools. Classroom interaction was observed and recorded, then analyzed using the Flanders System of Interaction Analysis. Teachers were assigned specific roles of maintaining a definite interaction pattern or of changing the pattern over time in a specified way. The patterns of interaction were correlated with student achievement in concept formation, problem solving, and total performance, as measured by tests published to accompany the Biological Sciences Curriculum Study "Patterns and Processes." The nine classes were divided into three groups which were given different treatments. Results are presented showing changes in achievement related to different interaction patterns. The results indicate that problem solving and concept formation are influenced in different ways by interaction patterns. (EB)

ED 043 505 SE 009 401

Gorman, Charles J.

A Critical Analysis of Research on Written Problems in Elementary School Mathematics.

Pittsburgh Univ., Pa.

Pub Date 67

Note—300p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-7509, Microfilm $3.85, Xerography $13.50)
Document Not Available from EDRS.
Descriptors—Analytical Criticism, Doctoral Theses, *Elementary School Mathematics, *Mathematics Education, *Problem Solving, *Research Design, *Research Reviews (Publications), Teaching Techniques
The purpose of this doctoral thesis was to collect, analyze, and evaluate research of written problems in elementary school mathematics conducted between 1925 and 1965, and to determine generalizations resulting from the studies fulfilling certain criteria. The analytical-documentary method of research was employed in the study. A total of 239 studies related to written problems were evaluated; 37 were found to include sufficient evidence to indicate compliance with the criteria. These studies were used as the basis of generalizations on written problems in elementary school mathematics. Conclusions drawn were that (1) studies conducted between 1925 and 1965 generally were marked by research techniques considered unacceptable under present standards; (2) the effectiveness and suitability of the criteria of evaluation used by the authors were questioned since they endorsed standards of educational research evident only in recent studies; (3) the general trend of research on written problems were toward teaching methods marked by individual approaches by students. (FL)

ED 043 506 SE 009 402
Strowbridge, Edwin David, Jr.
Relationships Between Twelve Characteristics of Ability in Mathematics and Successful Achievement in an Eighth Grade SMSG Algebra Program.
Oregon Univ., Eugene.
Pub Date 67
Note—168p.
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-10,789, Microfilm $3.00, Xerography $7.80)
Document Not Available from EDRS.
Descriptors—*Academic Achievement, *Algebra, Doctoral Theses, Grade 8, Mathematics, *Secondary School Mathematics, *Student Ability
Identifiers—School Mathematics Study Group
This study was designed to (1) analyze relationships between qualitative characteristics of ability in mathematics and success in a special interest-ability algebra program at the eighth grade level and (2) develop a rating scale for teachers to use in identification of students with high potential in mathematics. The "Iowa Test of Basic Skills" and "Portland Prognostic Test" were used as standardized identification instruments. "Portland's Mid-Year and Year-End Algebra Tests" provided criteria for measuring success. Among the conclusions drawn from this study were: (1) characteristics of ability are associated with success in mathematics; (2) significant relationships exist between the scale and predictive tests; (3) there are significant relationships between the scale and mid-year and year-end tests; (4) a significant difference was found between quantitative and qualitative instruments; (5) teachers are able to estimate characteristics of ability; and (6) characteristics such as ability to make generalizations, wide participation in class activities, good vocabulary and enjoyment of reading, and a desire to learn about numbers accounted for 95 percent of the variability in scale scores. (FL)

ED 043 507 24 SE 009 570
Lind, Donald J.
The Identification of Those College Students for which Programmed College Basic Algebra Is Most Effective, Final Report.
Coffeyville Community Junior Coll., Kans.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-F-106
Pub Date May 70
Grant—OEG-6-9-008106-0052(010)
Note—35p.
EDRS Price MF-$0.25 HC-$1.85
Descriptors—Achievement, Algebra, *College Mathematics, Independent Study, Instruction, *Junior College Students, Mathematics, *Programed Instruction, *Research, *Student Ability
Reported are the results of an eighteen-month study of junior college students using programmed algebra materials. Of the 118 students tested at the beginning of the study, only 77 completed the course. When the students were divided into three subgroups based on either their entering mathematics ability or reading ability, the highest group performed significantly better (.01) than those in the lower groups. There was no significant difference between the lower groups. All students were most successful with problems involving manipulation of algebraic terms, but had difficulty with recall or with verbal problems. There was no significant difference between students' pre- and post-attitudes. The author concluded that a motivation factor might have influenced the research results. (RS)

ED 043 508 24 SE 009 578
Suydam, Marilyn N.
Interpretive Study of Research and Development in Elementary School Mathematics: Phase 2, Final Report.
Pennsylvania State Univ., University Park.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0586
Pub Date 31 Aug 70
Grant—OEG-0-9-480586-1352(010)
Note—179p.
EDRS Price MF-$0.75 HC-$9.05
Descriptors—Curriculum, *Educational Research, *Elementary School Mathematics, Instruction, Mathematics, *Mathematics Education, Research, *Research Reviews (Publications)
The Interpretive Study of Research and Development in Elementary School Mathematics was designed to attack the problem of applying research in the classroom by providing a compilation of the research and a synthesis of the findings. The purpose of Phase II of the Study was to develop materials which could be readily used and disseminated. A set of eleven bulletins and a set of five films were developed for use by college teachers of courses on the teaching of elementary school mathematics. This report concentrates on the development, dissemination, and evaluation of these bulletins and films. Copies of all the bulletins and scripts used for all the films are included in the appendices bound with the report. One conclusion drawn from the reactions of those receiving the developed materials is that there is a continuing need to provide a readable, readily available source of information on research related to teaching and learning elementary school mathematics. (FL)

ED 043 509 24 SE 009 581
Scandura, Joseph M.
Relationships of Learning Verbal and Symbolic Statements of Mathematical Rules, Final Report.
Pennsylvania Univ., Philadelphia. School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-B-046
Pub Date May 70
Contract—OEC-0-8-080046-3679(010)
Note—27p.
Available from—Available on loan from the ERIC Center for Science and Mathematics Education, 1460 West Lane Ave., Columbus, Ohio 43221
Document Not Available from EDRS.
Descriptors—College Students, *Educational Research, *Learning, Mathematical Logic, Mathematical Vocabulary, *Mathematics Education, *Research, *Symbolic Learning, Symbols (Mathematics)
This study was designed to determine whether (1) rules are more easily memorized when stated in mathematical symbolism or when stated verbally, and whether (2) the ability to use constituent symbols correctly, assuming mastery of the underlying grammar, is a necessary and/or sufficient condition for applying a learned rule statement. Twenty-four college students learned four rule statements and were then tested on two problems to see if they could apply the rule involved. The results were (1) symbolic statements were applied successfully if and only if the subjects were taught the symbol meanings and underlying grammar; (2) symbolic statements were learned more rapidly whether or not the symbols were meaningful; (3) English statements were applied equally as well as those symbolic statements which followed symbol pretraining; (4) rate of learning the English statements was unaffected by symbol pretraining; (5) success on one application problem implied success on the other. [Not available due to marginal legibility of original document.] (Author/FL)

ED 043 510 SE 009 750
[Environmental Education Units.]
Minneapolis Independent School District 275, Minn.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [70]
Note—50p.
EDRS Price MF-$0.25 HC-$2.60
Descriptors—*Biology, Elementary School Mathematics, Elementary School Science, *Genetics, *Instruction, *Instructional Materials, *Sampling, Teaching Guides
Identifiers—ESEA Title III
Two of these three pamphlets describe methods of teaching young elementary school children the principles of sampling. Tiles of five colors are added to a tub and children sample these randomly; using the tiles as units for a graph, they draw a representation of the population. Pooling results leads to a more reliable sample. Practice is given in estimating population sizes by a capture-mark-release-recapture technique, first using colored beans, then with marked mealworms. The variation in estimates caused by sampling is indicated. The third pamphlet, for use with children in grades 4-6, depends upon some knowledge of sampling techniques. Its purpose is to introduce children to some possible explanations of biological diversity. Children study themselves and collect data on tongue-rolling ability, estimating its frequency in the population. Then a continuous variable--weight or length of seeds--is studied. Heredity patterns are developed and the idea of selection introduced. Practice in using histograms to record data is included. Each pamphlet contains background information and suggested teaching techniques. This work was prepared under an ESEA Title III contract. (AL)

ED 043 511 SE 009 752
[Environmental Education Units.]
Minneapolis Independent School District 275, Minn.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [70]
Note—95p.; Revised April 3, 1969
EDRS Price MF-$0.50 HC-$4.85
Descriptors—*Earth Science, Elementary School Mathematics, Elementary School Science, *Environmental Education, *Instruction, *Instructional Materials, Outdoor Education, *Sampling, Teaching Guides
Identifiers—ESEA Title III
The use of games to introduce elementary school children to some concepts about environmental factors is described in this group of five documents. Teaching procedures to investigate wind, shadows, liquids, colors, and color change, and aspects of sampling populations are outlined. Simple apparatus and experiments are suggested, and details of the construction and preparation of the materials are given. The following ideas are developed: the nature of different types of water pollutants depends upon physical properties of liquids; color change can be an index of other changes in organisms; shadows are predictable and related to movements of earth and sun; shade has effects on organisms; environmental factors have an effect on wind speed and direction; and factors influencing the validity of statistical samples are sample size, sample selection, and sample number. Opportunities for interdisciplinary activities are mentioned, particularly those using mathematical skills. Background information for the teacher is included in all units. This work was prepared under an ESEA Title III contract. (AL)

ED 043 512 SE 009 757
Del Giorno, Bette J.
The Research Team Approach to Learning (ReTAL): A Structure for Open-Endedness.
Fairfield Board of Education, Conn.
Pub Date 69
Note—23p.
EDRS Price MF-$0.25 HC-$1.25
Descriptors—*College Science, *Elementary School Science, *Instruction, *Scientific Enter-

prise, *Secondary School Science, Student Participation, Student Research, Teaching Guides, Teaching Techniques

The ReTAL technique is described by using role sheets for the teacher and the student members of the research team; the "Researcher" defines the problem and searches the literature, the "Technician" plans and executes the experiment, and the "Recorder-Discussion Leader" coordinates records, interprets, evaluates, and reports the study. Each team member also helps the others. A sample lesson (the earthworm) illustrates the four phases of "Lecture," "Independent Study," "Experimental," and "Discussion" which use deductive, confrontation, inductive, and evaluation processes respectively. Instructions for writing student's reports of research are given. This open-ended method, designed to keep children and teachers involved in curriculum development, to create positive attitudes to problem solving, and to actively involve students in learning, is intended to provide a structure suitable for any program and has been used with elementary, secondary, and college students. (AL)

ED 043 513 SE 009 758

The Federal Program in Population Research, Parts 1 and 2.

Federal Council for Science and Technology, Washington, D.C.

Pub Date 1 Jul 69

Note—118p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Cat. No. 882-053, $1.25)

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—*Contraception, *Demography, Directories, *Population Growth, Research Problems, *Scientific Research

Identifiers—Federal Council for Science and Technology.

The first part of this report characterizes the many facets of the population problem (including biological, economic, and social aspects), suggests a list of areas in which the Federal Government should emphasize research (reproductive biology; fertility regulation techniques and materials; description, determinants, consequences of population size, distribution, characteristics, and trends; and research on effective implementation of population programs), outlines the interests of Federal agencies in these areas, recommends that a standing committee on population research be established and that each Federal agency consider the Lsted needs for research when planning its program. The second part of the report classifies ongoing research supported by Federal agencies into the areas described in part one. The subcategories in each area are listed in an appendix. An investigator index and two appendices, presenting material sent to each agency for collecting the survey data and one summarizing the findings, are included. (AL)

ED 043 514 SE 009 788

Avdul, Richard N.

An Investigation of the Status of the New Elementary Science Programs in Teacher Training Institutions of Ohio, Kentucky, Pennsylvania, and West Virginia.

Ohio Univ., Athens. Coll. of Education.

Pub Date 14 Jun 70

Note—141p.; Ph.D. Thesis

EDRS Price MF-$0.75 HC-$7.15

Descriptors—*Curriculum, Doctoral Theses, *Elementary School Science, *Methods Courses, Program Descriptions, *School Surveys, *Science Education, Teacher Education, Teacher Educators

This is the report of a study designed to (1) examine the status of teacher-training preparation in the new elementary science programs in methods classes of institutions in Ohio, Kentucky, Pennsylvania, and West Virginia, (2) identify characteristics of the methods courses, and (3) examine opinions of the instructors about the new science programs. A two-part questionnaire was sent to selected instructors of elementary science methods courses at 118 institutions. Results of the study showed that (1) the AAAS, ESS, SCIS, and MINNEMAST programs are the most widely taught new courses in the methods classes, (2) institutions with greater enrollments expended more funds for science than smaller universities, and (3) 40 percent of the instructors had attended a workshop in the new science programs. Factors influencing the teaching of the new science programs, and in their implementation into the schools were identified. Several recommendations are offered by the investigator as guidelines for additional action and research in the area of new science education. The names of institutions sampled, the distribution of sampling, the questionnaire, and the investigator's correspondence with the institutions are included in the appendices. Bibliography. (LC)

ED 043 515 SE 009 791

Hutchins, C. L.

An Educational Development Case Study: An Elementary Science Information Unit.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 7 Aug 70

Note—87p.

EDRS Price MF-$0.50 HC-$4.45

Descriptors—Case Studies, *Curriculum, *Educational Development, *Elementary School Science, *Information Dissemination, Multimedia Instruction, *Program Descriptions, Program Evaluation

Described is an information package with information on six science programs suitable for use in elementary schools. The programs selected for inclusion in the information unit were Elementary Science Study, Inquiry Development Program, Minnesota Mathematics and Science Teaching Project, Science Curriculum Improvement Study, Conceptually Oriented Program in Science, and Science--A Process Approach. Five major phases used to conceptualize, develop, and test the information package are described. In the first phase, the goals of the package were outlined. The second phase involved the development of the first complete form of the information package. In the third phase, a completely revised package was developed using the modifications recommended at the previous phase. In the fourth phase, the product was revised and used in a large number of sites across the country. The fifth phase was the development of the final product and its dissemination. This document contains several photographs of the information package as well as a discussion of the total program budget, and the costs for each phase. Bibliography. (LC)

ED 043 516 SE 009 792

Hellman, Hal

Spectroscopy, Understanding the Atom Series.

Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.

Pub Date 68

Note—65p.

Available from—U. S. Atomic Energy Commission, P. O. Box 62, Oak Ridge, Tenn. 37830 (free)

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Atomic Structure, College Science, *Laboratory Techniques, Light, Nuclear Physics, *Optics, Quantum Mechanics, *Radiation, *Science Equipment, *Scientific Concepts

Identifiers—Atomic Energy Commission

This booklet is one of the "Understanding the Atom" Series. The science of spectroscopy is presented by a number of topics dealing with (1) the uses of spectroscopy, (2) its origin and background, (3) the basic optical systems of spectroscopes, spectrometers, and spectrophotometers, (4) the characteristics of wave motion, (5) the electromagnetic spectrum, (6) types of spectra, (7) line spectra, and (8) interpretations of spectra information. In addition, there is a discussion of the fundamental concepts of quantum mechanics, the origin of spectra, and of the different kinds of spectroscopic techniques including x-ray spectrography, mass spectrometry and infrared, fluerescence, magnetic, Raman, and electron spin resonance spectroscopy. References to popular books, technical books, and journal articles are provided. (LC)

ED 043 517 SE 009 793

Allardice, Corbin And Others

The First Reactor, Understanding the Atom Series.

Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.

Pub Date Nov 68

Note—52p.

Available from—U. S. Atomic Energy Commission, P. O. Box 62, Oak Ridge, Tenn. 37830 (free)

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Atomic Theory, Energy, *Nuclear Physics, Physics Experiments, Radioisotopes, *Science Equipment, *Science History, Scientific Research, Scientists

This booklet is one of the "Understanding the Atom" Series. Consisting of three sections, it is an account of the development of the first nuclear reactor by a team of scientists led by Enrico Farmi. The first section briefly reviews the early work on nuclear fission and neutron emission, the impact of Einstein's letter to President Roosevelt, the establishment of the Manhattan Engineer District, and the preliminary work on the design and construction of the first atomic pile at Chicago. The section ends with an hour-by-hour description of the experiment culminating in the achievement of the first self-sustaining nuclear reaction on December 2, 1942. The second section consists of Fermi's own story of the first atomic chain reaction, written in observance of the tenth anniversary of the event. The third section is an account by Fermi's wife of a party to celebrate the success of the experiment. Her narrative reveals the great secrecy surrounding the work of Fermi's team. The booklet has numerous photographs of the scientists involved in the project, sketches of the first atomic pile and a photograph of a graph indicating the neutron intensity during various stages of the operation of the atomic pile. Bibliography. (LC)

ED 043 518 SE 009 801

Chernick, Cedric L.

The Chemistry of the Noble Gases, Understanding the Atom Series.

Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.

Pub Date 67

Note—53p.

Available from—U. S. Atomic Energy Commission, P. O. Box 62, Oak Ridge, Tenn., 37830 (free)

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Chemical Bonding, Chemical Reactions, *Chemistry, *Resource Materials, *Science History, *Scientific Research

Identifiers—Atomic Energy Commission

The history of the discovery, isolation, characterization, production and use of argon, krypton, xenon, helium, and radon is followed by an account of early attempts to react them with other elements. The use of the electron shell theory of valence to explain their inertness and the reactions of chemists to the production of xenon compounds is described. The presently know n compounds of xenon and krypton are listed, and the use of molecular shapes of these compounds as determined by x-ray crystallagraphy and electron diffraction to test theories of chemical bonding is discussed. Illustrations, a short bibliography, and a film list are included. (AL)

ED 043 519 SE 009 805

Hilton, Ronald

The Scientific Institutions of Latin America.

California Inst. of International Studies, Stanford.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 70

Note—804p.

Available from—California Institute of International Studies, P.O. Box 4434, Stanford, Calif. 94305 ($12.00)

Document Not Available from EDRS.

Descriptors—Foreign Countries, Higher Education, *Information Services, International Organizations, *Latin American Culture, Library Facilities, *School Surveys, *Sciences, *Universities

This book is a comprehensive survey of the scientific institutions and science information facilities of Latin America and the Caribbean. The organization of the book is by countries and by institutions within each country. The section on each country begins with a description of the country and its scientific organizations. A series of descriptions of scientific institutions arranged by localities follows. Both public and private institutions which have scientific activities in the fields of the exact sciences, natural sciences, en-

gineering, astronomy, geology, medicine, pharmacy, dentistry, agronomy, and veterinary medicine are described. For each institution, there is an account of the library facilities. One chapter of the book describes the international, U.S., and European organizations promoting the development of science and science information facilities in Latin America. Two chapters are devoted to a discussion of the problems of science and science information in the continent. A number of maps are provided to help the reader locate the places mentioned in the book. (LC)

ED 043 520 SE 009 806

[Madison School Forests Ecology Series.]

Madison Public Schools, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—122p.

Available from—Visual Education Consultants, Inc., 2840 Laurel Lane, Middleton, Wis. 53562 ("Madison Schools Forests", $13.50; "Three Layers of Green", $15.00; "Cherokee Marsh", $6.95)

Document Not Available from EDRS.

Descriptors—Biology, Conservation Education, Earth Science, *Ecology, *Environment, *Filmstrips, *Instructional Materials, Natural Resources, *Teaching Guides

Identifiers—ESEA Title III

Each of these three booklets is to be used in conjunction with a field trip in the Madison, Wisconsin area, and to serve as a guide for presenting the filmstrips for each excursion. "Madison School Forests" emphasizes plant succession in a natural oak community. "Three Layers of Green in the Madison School Forest" emphasizes interrelationships between plants and animals of the forest. The main text of these two booklets provides the reader with a detailed explanation of the ecology of southern Wisconsin. "Cherokee Marsh - A Wetland to Cherish" includes maps and a brief list of facts about the surface waters of Dane County. Each document has a list of objectives, suggested use of materials, and photographs and script for filmstrips. This work was prepared under an ESEA Title III contract. (PR)

ED 043 521 SE 009 807

Glacial Geology of Wisconsin.

Madison Public Schools, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—57p.

Available from—Visual Education Consultants, Inc., 2840 Laurel Lane, Middleton, Wis. 53562 (Three filmstrips and guidebook, $16.00)

Document Not Available from EDRS.

Descriptors—*Earth Science, *Filmstrips, *Geology, *Instructional Materials, Maps, Resource Materials, Secondary School Science, *Teaching Guides

Identifiers—ESEA Title III

This publication is a teacher's resource and guidebook for the presentation of the three filmstrips in the "Glacial Geology of Wisconsin" series. The first filmstrip is subtitled, "Evidence of the Glaciers," the second "How the Glaciers Reshaped the Landscape," and the third "Fossils of the Ice Age." Included are a list of objectives, an outline of the content in the filmstrips, a list of Ice Age fossils, a list of essential materials to be ordered with the filmstrips and guidebook, and essays on glacial geology of Wisconsin and on Ice Age life and fossils. There are fifteen full-page illustrations suitable for duplication or bulletin board use. They consist of time charts, maps of ice sheets and present topography, and cross sections. Filmstrip script and photographs are included. This work was prepared under an ESEA Title III contract. (PR)

ED 043 522 24 SE 009 865

Educational Technology Project, Volume Two, Role of the Science Supervisor (Set 1).

National Science Teachers Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0427

Pub Date Feb 70

Grant—OEG-3-8-080427-0052(010)

Note—162p.

EDRS Price MF-$0.75 HC-$8.20

Descriptors—*Curriculum Development, *Educational Research, Evaluation, Inservice Programs, *Instructional Materials, *Management, *Science Education, Supervisors

This volume contains one of the four sets of materials produced for training science supervisors in educational technology. It contains a script and a black and white copy of each photographic slide used in five coordinated audio-tape and slide presentations. Audio-tapes and slides are not included with this report. The "curriculum revision" package lists the responsibilities of supervisors in assessing present curricula, leading and managing revision committees, public relations including reacher cooperation, inservice course implementation, organization of supplies, equipment, teacher scheduling, and evaluating the new course. The "evaluation" package indicates that the science supervisors' background should enable him to make judgments of teachers, students, curricula, and his own role as objectively as possible, always focusing on the learner. Management functions and priorities are described in "management," and methods of involving teachers, parents, students, and the community in science education improvement are discussed in "public relations." The "research" package identifies sources of scientific and educational research results and suggests methods of their utilization. All packages contain a short bibliography and a copy of pre- and posttests, assessing the achievement of the objectives stated in each. (AL)

ED 043 523 SE 009 922

Williams, Keith W.

The Philosophy of the Community College and Standards in a Mathematics Program.

Miami-Dade Junior Coll., Fla.

Pub Date Apr 70

Note—39p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (48th, Washington, D.C., April 1-4, 1970)

EDRS Price MF-$0.25 HC-$2.05

Descriptors—*College Mathematics, *Community Colleges, General Education, *Junior Colleges, Mathematics, Mathematics Education, *Objectives, *Philosophy

Characteristics of the Miami-Dade (Florida) Junior College are presented in this paper to describe the: (1) philosophy of the community college, (2) implications of this philosophy to the mathematics program, and (3) possible solutions to specific problems. Some of the areas needing reform are: (1) the mathematical training of technicians, (2) screening and placement of students, (3) mathematics for the general education student, (4) computer assisted instruction, (5) mathematics for preservice elementary teachers, (6) the remedial student in mathematics. This paper was presented at the 1970 Annula Meeting of the National Council of Teachers of Mathematics. (RS)

ED 043 524 SE 009 925

Phelps, C. Russell, Ed.

Proceedings of a Conference on a National Information System in the Mathematical Sciences (Harrison House, Glen Cove, New York, January 18-20, 1970).

Conference Board of the Mathematical Sciences, Washington, D.C.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.

Pub Date Jul 70

Note—58p.

Available from—Conference Board of the Mathematical Sciences, 834 Joseph Henry Bldg., 2100 Pennsylvania Ave., N.W., Washington, D.C. 20037 ($1.00)

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Chemistry, *Conference Reports, Engineering, *Information Retrieval, Information Science, *Information Systems, *Mathematics, *Natural Sciences, Physics

Identifiers—Conference Board of the Mathematicsl Sciences

The purpose of this conference was to consider ways of developing a system of improved information services for the mathematical sciences and for the interfaces with related scientific fields. Conference memebrs investigated the achievements, coverage, and technology of existing information services and systems in the fields of engineering, physics, chemistry, computing and control, and statistics, as well as mathematics and mathematics education. Descriptions of the current status and developmental plans of various information systems are provided by scientists involved in these systems. Possible compatibilities of the classification schemes and data bases of each system with other systems were explored, as were the economic and management concerns of the several systems. These discussions were related with respect to their implications for a national information system for the mathematics sciences. (Author/FL)

ED 043 525 SE 009 951

Knight, Geoffrey, Jr., Ed.

Computer Mathematics, Series 2.

Pub Date Sep 69

Note—523p.

Available from—Cambridge Communication Corp., c/o Stevens House, 10 South Prince St., Lancaster, Penn. 17601 ($39.95)

Document Not Available from EDRS.

Descriptors—Computer Programs, Computers, *Computer Science, Educational Technology, *Information Processing, Information Science, *Information Systems, Mathematical Applications, *Mathematics, Operations Research

This book is a collection of more than 5,000 abstracts on mathematics and arithmetic techniques related to computer science and to information processing. This collection is compiled from "Computer and Information Systems" and is a continuation of a previous series of books of computer abstracts--"Cumulative Computer Abstracts." (Author/FL)

ED 043 526 SE 009 971

Collagan, Robert Bruce

The Construction and Evaluation of a Programed Course in Mathematics Necessary for Success in Collegiate Physical Science.

Catholic Univ. of America, Washington, D.C.

Pub Date 68

Note—699p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-9095, Microfilm $8.85, Xerography $31.50)

Document Not Available from EDRS.

Descriptors—*College Mathematics, College Science, Doctoral Theses, *Instruction, Physical Sciences, Physics, *Programed Instruction, *Remedial Mathematics, *Research

Reported is a study of programed mathematics text usage by freshmen non-science majors having deficiencies in mathematical and reading skills. The primary problem was to develop a text that would teach the mathematics essential to the successful manipulation of quantitative problems in the physical sciences. The level of learning of the experimental group (77) students) exceeded that of the control group in both mathematics and physical science after ten weeks of instruction. (RS)

ED 043 527 SE 010 037

Cooperative Water Resources Research and Training 1969 Annual Report.

Department of the Interior, Washington, D.C. Office of Water Resources Research.

Pub Date Dec 69

Note—350p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Cat. No. 0-372-992)

EDRS Price MF-$1.50 HC Not Available from EDRS.

Descriptors—*Annual Reports, Conservation Education, Ecology, *Natural Resources, Pollution, Regional Planning, Water Pollution Control, *Water Resources

This report is presented in four parts: (1) Research Results and Their Application; (2) Manpower, Training and Public Involvements; (3) OWRR Activities; (4) Highlight Reports by the 51 State Institute Directors. Part 1 reviews the results expected to be forthcoming through projects financed during the Calendar Year 1969. This section focuses on 12 water related problem areas, including such problems as improvement of water resource systems, heated water discharge, sediment, water quality, water supply and demand, water-caused damages, water planning and ecology, metropolitan water systems, information dissemination, and others. Part 2 discusses the contributions to training, the production of reports and publications, and dissemination of in-

formation during 1969. The various activities of the Office of Water Resources Research (OWRR) are considered in Part 3. The final section reviews for each state its water problems and related research, possible future program directions, and academic and public involvement. The 19 appendices provide listings of projects, funding, allocations, research, references, associated colleges and universities, and other useful information. (PR)

ED 043 528 SE 010 042

Roth, Charles E. And Others

Readings in Environmental Awareness.

Office of Education (DHEW), Washington, D.C.

Pub Date 19 May 70

Note—68p.

EDRS Price MF-$0.50 HC-$3.50

Descriptors—Ecology, *Educational Planning, *Environment, *Environmental Education, *Manpower Development, Manpower Needs, Manpower Utilization, Natural Resources, Pollution

Presented is a collection of eight short papers designed to supplement "A New Role for American Education." The first four papers relate to man and his environment, and the remaining focus on the needs and developments in Environmental Education. The papers are titled as follows: Man, His Environment, and Human Ecology; Environment and Responsibility; Environmental Quality and Control; Energy and Environment; Local Innovation in Instrumental Technology; Manpower Development and Vocational Education; Environmental Education Through the State Education Agency; A Strategy for Curriculum Development and Implementation in Environmental Education at the Elementary and Secondary Level, Based on Environmental Encounters. A bibliography is included. (PR)

ED 043 529 SE 010 043

The Future Supply of Engineers 1970-1978. Engineering Manpower Bulletin, Number 17.

Engineering Joint Council, New York, N.Y. Engineering Manpower Commission

Pub Date Sep 70

Note—6p.

Available from—Engineers Joint Council, Engineering Manpower Commission, 345 E. 47th St., New York, N.Y. 10017 ($1.00)

Document Not Available from EDRS.

Descriptors—Engineering, *Engineers, *Enrollment Projections, *Enrollment Trends, *Manpower Development, *Manpower Needs, Manpower Utilization, Personnel, Unemployment

The engineering manpower situation has changed within the last two years from shortage to surplus. Prediction indicates a continuing decline in demand until last 1970. The demand for engineers is predicted up to 1974, where it is estimated that the demand will exceed the supply by about 12,000. (PR)

SO

ED 043 530 SO 000 106

Zodikoff, David

Views on Teaching Biographies of Famous Persons in the Elementary Grades.

State Univ. of New York, Cortland. Coll. at Cortland.

Pub Date 70

Note—3p.

EDRS Price MF-$0.25 HC-$0.25

Descriptors—*American History, *Biographies, *Institutes (Training Programs), *Intermediate Grades, *Teaching Techniques

This is a brief summary of the activities of a NDEA Institute concerning teaching experiences using the biography approach in intermediate grade American History. (SBE)

ED 043 531 SO 000 151

Szalay, Lorand B. And Others

A Study of American and Korean Attitudes and Values Through Associative Group Analysis.

American Institutes for Research, Kensington, Md.

Pub Date Mar 70

Note—107p.

Available from—American Institutes for Research, Center for Research in Social Systems, 10605 Concord Street, Kensington, Md. 20795

Document Not Available from EDRS.

Descriptors—*American Culture, *Attitude Tests, *Cross Cultural Studies, Cross Cultural Training, Cultural Awareness, Cultural Differences, Foreign Relations, *Korean Culture, *Social Values, Sociolinguistics, Verbal Communication

Identifiers—AGA, *Associative Group Analysis

Cultural attitudes and values are a widely acknowledged category of psychological variables with special relevance to intercultural communication, interaction, and training tasks. Associative Group Analysis (AGA) is an inferential, indirect approach using free verbal associations for assessing cultural meanings, an underlying assumption being that views, opinions, attitudes and thought patterns are reflected in word meanings. The technique is apparently little affected by the common disadvantages of direct questioning, and produces empirical information on group-specific meanings for concrete words (e.g. food) and for abstract words (e.g. Communism), as well as relations between words. This report establishes the high validity of AGA for assessing group attitudes, based on Korean and American cultural groups. It outlines a new approach to value analysis using AGA, and presents data on articulate U. S.-Korean differences in certain selected areas of cultural value orientation. Thus, an unusually broad scope of potential applications for AGA is verified, embracing both cognitive and affective values as the main information categories relevant to foreign area operations. (Author)

ED 043 532 SO 000 186

Cole, J. P. Beynon, N. J.

New Ways in Geography. Book 1 and Workpad 1.

Basil Blackwell Publishers, Oxford (England).

Pub Date 70

Note—84p.

Available from—Basil Blackwell, Publisher, 49 Broad St., Oxford, England

Document Not Available from EDRS.

Descriptors—*Geographic Concepts, *Geography Instruction, *Inductive Methods, *Instructional Materials, *Intermediate Grades, Locational Skills (Social Studies), Map Skills, Simulation, Workbooks

This is a set consisting of primer and workbook which provides an introduction to basic geographic concepts and principles for the intermediate grade child. Its objectives are to help the student understand the order and logic of his physical environment and its interaction with human society. Opportunities are provided to view objects and their arrangement from varying angles, and for recognizing conceptual implications of physical groupings. Includes exercises in measuring distances, using coordinates, reading maps, determining purposes of natural and man-made features and their interrelation. Use is made of inductive and deductive methods, simulated situations, and games. Illustrations are an integral part of the material. This document is related to New Ways in Geography, Book 2, SO 000 187. (JLB)

ED 043 533 SO 000 187

Cole, J. P. Beynon, N. J.

New Ways in Geography. Book 2 and Workpad 2.

Basil Blackwell Publishers, Oxford (England).

Pub Date 70

Note—89p.

Available from—Basil Blackwell, Publisher, 49 Broad Street, Oxford, England

Document Not Available from EDRS.

Descriptors—*Geographic Concepts, *Geography Instruction, *Inductive Methods, *Instructional Materials, *Intermediate Grades, Map Skills, Simulation, Workbooks

This is a set consisting of primer and workbook which provides an introduction to basic geographic concepts and principles for the upper intermediate grade child. Its objectives are to assist the student in understanding the order and logic of his physical environment and its interaction with human society. There are opportunities for understanding the physical arrangement of community institutions, determining traffic patterns, relating time and distance, and seeing physical features in their relation to weather and social use. Hence, a conceptual basis is provided for expectations and evaluations of the human environment. Inductive and deductive methods, simulated situations, illustrations, and games are employed. This document is related to New Ways in Geography Book 1, SO 000 186. (JLB)

ED 043 534 SO 000 262

Dawson, George G.

Research in Economic Education: A Bibliography.

New York Univ., N.Y. Center for Economic Education.

Spons Agency—Calvin K. Kazanjian Economics Foundation, Wilton, Conn.

Pub Date 69

Note—48p.

Available from—Dr. George Dawson, Room 637 East Building, New York University, 239 Greene Street, New York, N. Y. (Payable to NYU School of Education, $1.00)

EDRS Price MF-$0.25 HC-$2.50

Descriptors—Adult Education, *Bibliographies, College Instruction, Curriculum Evaluation, *Curriculum Research, Doctoral Theses, *Economics, *Educational Research, Elementary Education, Projects, Secondary Education, Social Sciences, Social Studies, Teacher Education, *Teaching Methods

Listed in this bibliography by broad grade level categories are 660 reports of research and evaluation in economics education. "'Research' is very broadly defined to include fact finding surveys, informal evaluations, attitude surveys, and graduate studies as well as formal and tightly controlled projects." Entries are mainly from the 1960's, but some go back to the 1920's. To compile the entries approximately 2,000 questionnaires were mailed in 1968 to all Councils and Centers for Economics Education in the U.S., all Developmental Economic Education Projects (DEEP), and departments of economics and education in 1,223 institutions of higher education. Additional sources were also consulted. A breakdown of entries indicates that 5% deal with economic education in the elementary school, 5% elementary and secondary, 42% secondary only, 34% college students, adult education, and teacher training, 2% college and secondary, 9% economics education in general, and the remaining 3% uncategorized. See SO 000 263 for the 1970 supplement to this bibliography. (DJB)

ED 043 535 SO 000 263

Dawson, George G.

A Supplement to Research in Economic Education: A Bibliography.

New York Univ., N.Y. Center for Economic Education.

Spons Agency—Calvin K. Kazanjian Economics Foundation, Wilton, Conn.

Pub Date 70

Note—20p.

Available from—Center for Economic Education, Room 637 East Building, New York University, 239 Greene Street, New York, N. Y. 10003

EDRS Price MF-$0.25 HC-$2.50

Descriptors—Adult Education, *Bibliographies, College Instruction, Curriculum Evaluation, *Curriculum Research, Doctoral Theses, *Economics, *Educational Research, Elementary Education, Masters Theses, Projects, Secondary Education, Social Sciences, Social Studies, Teacher Education, *Teaching Methods

This Supplement to "Research in Economic Education" (SO 000 262) includes 246 studies initiated since the publication of that 969 bibliography, as well as many that were missed previously. In addition, studies and projects which are now out of date are included because of their possible historical value. They range from very informal projects to highly structured evaluations and experimental studies. The same sources are consulted in compiling this Supplement, with the addition of lists of masters theses. Entries are classified by level: elementary, elementary and secondary, secondary only, secondary and college, college-adult-teacher training, and general and miscellaneous. No effort is made to evaluate the projects listed. (SBE)

ED 043 536 SO 000 264

Hurd, Paul DeHart

The Changing Philosophy of Secondary School Science.

American Association for the Advancement of Science, Washington, D.C.

Pub Date Jul 70

Note—11p.; Paper presented at a conference, American Association for the Advancement of Science, Annapolis, Md., July 29-30, 1970

EDRS Price MF-$0.25 HC-$0.65

Descriptors—*Educational Philosophy, Educational Trends, *Interdisciplinary Approach, *Science Education, Scientific Enterprise, *Secondary Education, *Social Studies

The educational irony of this century has been to acquaint young people with the great ideas and achievements of science and then to deny them any insights into the social arrangements which can make these achievements of recognizable benefits to mankind. A science based culture cannot be understood by the separate study of disciplines, each with its own body of technical information and autonomous theories. The science knowledge of most worth for general education is that which reflects the spirit of science, and the social, the cultural, the technological and the humane phases of the scientific enterprise. (Author/SBE)

ED 043 537 SO 000 265

Social Studies, Grade 9, World Studies: Eastern Civilizations -- Regional Studies. Course of Study and Related Learning Activities. Revised Edition.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Spons Agency—New York State Education Dept., Albany. Center for International Programs and Services.

Report No—Curr-Bull-1969-1970-Ser-12

Pub Date 70

Note—405p.; History and Social Science Series

Available from—Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn, N. Y. 11201 ($7.50)

EDRS Price MF-$1.50 HC Not Available from EDRS.

Descriptors—African History, *Area Studies, Asian History, Concept Teaching, Cross Cultural Studies, Economics, Geography, *Grade 9, *Inductive Methods, Instructional Materials, Interdisciplinary Approach, Learning Activities, Multimedia Instruction, *Non Western Civilization, Political Science, Social Sciences, Social Studies Units, Sociology, *State Curriculum Guides, Values

Identifiers—Communist China, India, Japan, Middle East, USSR

The curriculum guide for non-western civilization area studies incorporates these major considerations: 1) the teaching of concepts rather than the accumulation of data, focusing on the development of critical thinking; 2) the development of values, skills, and knowledge needed to cope with the pressing social problems of today including: receptivity to change, international awareness, a commitment to democratic values and civic responsibilities; 3) the basic concepts of history, geography, economics, political science, anthropology, and sociology; 4) the development of skills and research techniques sequentially -- the abilities to utilize maps, globes, and information, to solve problems, and to participate effectively in group activities; 5) learning activities incorporating techniques of inquiry and discovery: participation, vicarious experiences, illustrative materials, probing discussion questions, careful analysis of source materials, case studies of social phenomena; and, 6) emphasis on multi-media instruction. The seven area study themes are: Soviet Union, Communist China, Southeast Asia, Japan, India, Middle East, and Sub-Saharan Africa. The techniques in this guide are suitable for: Self-contained classrooms, team teaching, and independent study. The first edition of this guide is ED 016 675. (SBE)

ED 043 538 SO 000 266

Social Studies, Grade 11, American History Studies in Political, Social, and Cultural Developments. Course of Study and Related Learning Activities. Preliminary Materials.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Spons Agency—New York State Education Dept., Albany. Center for International Programs and Services.

Report No—Curr-Bull-1969-1970-Ser-13

Pub Date 70

Note—365p.; History and Social Science Series

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N. Y. 11201 ($7.00)

EDRS Price MF-$1.50 HC Not Available from EDRS.

Descriptors—American Culture, *American Government (Course), Citizenship, Concept Teaching, Current Events, Foreign Relations, *Grade 11, Humanities, *Inductive Methods, Instructional Materials, Interdisciplinary Approach, Learning Activities, Multimedia Instruction, Social Sciences, Social Studies Units, Social Systems, *State Curriculum Guides, *United States History, Values

The purpose of this American History survey course is to capitalize upon the knowledge that students may already have of the history of the United States. It is designed to allow a more intensive in-depth study of the nation's development and of our present political and social institutions. Thus, four major themes have been divided into broad problems with the subject matter indicated by specific questions: 1) the structure, operation, and evolution of the American government; 2) the pluralistic nature of American society; 3) selected social and cultural institutions which have developed with changes in the American way of life; and, 4) the formulation and development of the United States foreign policies as the country changed from a colony to a world power. Related important current events are woven into the curriculum. Fundamental to this course is the need for student inquiry and investigation leading to the development of critical thinking. To teach conceptually, an interdisciplinary approach requires incorporation of the basic concepts and methods of all the social science disciplines. The suggested learning activities and media which follow the content outline contain possible approaches for teaching. SO 000 265 discusses the basic considerations of the curriculum series. (SBE)

ED 043 539 SO 000 268

Zodikoff, David

Suggested Models for Developing Social Studies Comprehension.

State Univ. of New York, Cortland. Coll. at Cortland.

Pub Date 70

Note—8p.

EDRS Price MF-$0.25 HC-$0.50

Descriptors—*Affective Objectives, Attitudes, *Cognitive Objectives, Comprehension Development, *Concept Teaching, Interdisciplinary Approach, *Social Studies, *Teaching Models, Values

Outlined are three instructional models that were developed in a pre-service social studies course for junior year education majors. These interrelated models are structured as heuristic paradigms so that different types of content can be included within relevant areas. Specific attitudes, concepts, and skills are related to appropriate content from the social sciences -- economics, geography, history, political science, sociology. The attitude-content model is concerned with five attitude areas: social responsibility, independent thinking, democratic living, empathy, and group cooperation. The concept-content model considered both the emotional and intellectual levels of concept comprehension. Accordingly, the skill-content model included affective and cognitive objectives. (SBE)

ED 043 540 SO 000 269

Collins, H. Thomas And Others

Teaching About Africa.

African-American Inst., New York, N.Y.

Pub Date [70]

Note—46p.

EDRS Price MF-$0.25 HC-$2.40

Descriptors—*African Culture, *African History, *African Literature, Elementary Grades, *Resource Guides, *Resource Materials, Secondary Grades

This is a resource and teacher guide to African studies intended for elementary and secondary levels. "Teaching About Africa," the first section, consists of Teachers Aids and Resource Material Memos which provide supplementary and evaluative information on the items listed. The Teacher Aids are: 1) Studying Africa, Questions to be Considered; 2) African Studies Association-Committee on Teaching About Africa (Register of Specialists); 3) Films on Africa (Sources); and, 4) Teaching About African Climate. The Resource Material Memos include: 1) History Books and African Studies; 2) The Periodical Tarikh: Possible Uses in American Schools; 3) A Summary Note on the Possible Uses of African Literature in American Schools; 4) African Periodicals and Magazines for Use in American Secondary Schools; 5) African Newspapers; 6) Teaching About Africa in American Schools: African Reference Books; 7) African Literature for Use in American Elementary Schools K-6; 8) Teacher Reference Materials for African Slave Trades; 9) Southern Africa. A second section, "African Society and Culture," comprises the results of a workshop on methods and materials for teachers, and includes such subject areas as history, art and geography. Sources, prices, and suggested use are provided for films, records, periodicals, wall charts, etc. (JLB)

ED 043 541 24 SO 000 270

Evans, David R.

Attitudes and Behavior of Teachers in Uganda: An Aspect of the Process of National Development.

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Report No—ESCA-1

Bureau No—BR-6-2597

Pub Date 69

Contract—OEC-4-7-062597-1654

Note—320p.

Available from—Publications Secretary, SIDEC, School of Education, P. O. Box 2329, Stanford, California 94305

EDRS Price MF-$1.25 HC-$16.10

Descriptors—Citizenship, *Developing Nations, Educational Research, Educational Sociology, Interaction Process Analysis, Political Attitudes, *Political Socialization, School Role, *Secondary School Students, Student Attitudes, *Teacher Characteristics, *Teacher Role, Transfer of Training, Values

Identifiers—*Africa, Uganda

This monograph is the first in a group of studies on the role of education in the formation of social and civic attitudes. It is the basic tenet of this study that the differences in background, attitudes, and behavior of secondary school teachers in Uganda have significant implications for the effects which schools have on the attitudes, values, and knowledge of the pupils. The identification of various types of teachers in terms of their own orientations towards crucial aspects of the national development of Uganda provides important baseline information for further studying the school as an agent of political socialization in new states. Chapters include descriptions of: 1) educational system in Uganda; 2) sampling procedure; 3) pretest, coding and analysis, questionnaire administration, data processing; 4) factor analysis; 5) definition of teacher groups; 6) teacher communications behavior, affective and cognitive orientation toward government, awareness and discussion of National affairs; 7) teacher views of pupil participation, and relevance of education; 8) teacher interaction with society, and the community; and, 9) teacher as an innovator. The present analysis could prove useful for the planning tasks of recruiting, training, and utilization of the teachers. (SBE)

ED 043 542 24 SO 000 271

Pearse, Richard

Intergroup Attitude Change in a Tribal Society: An Experimental Study in a New Guinea School.

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—ESCA-5

Bureau No—BR-6-2597

Pub Date 70

Contract—OEC-4-7-062597-1654

Note—117p.

Available from—Publications Secretary, SIDEC, School of Education, P. O. Box 2329, Stanford, California 94305

EDRS Price MF-$0.50 HC-$5.95

Descriptors—Changing Attitudes, Cultural Interrelationships, *Developing Nations, Educational Research, Educational Sociology, Interaction Process Analysis, *Intergroup Relations, Research Methodology, *School Role, *Secondary School Students, Social Attitudes, Social Integration, *Socialization, Student Attitudes

Identifiers—New Guinea, *Tribal Society

The general purpose of this study is to investigate the effects of education or common schooling upon the attitudes of high school students who are socialized in tribal societies and who belong to different sociocultural groups within the total society. The specific problem is to conceptualize the independent variables which can be considered to have theoretical relevance for the formation of interpersonal attitudes, to derive from them conditions of interpersonal experience which can be expected to lead to the formation of positive attitudes, and to test the relationship between experience and attitude in an experimental design in a field setting. Chapters discuss: 1) theory of conditions of interaction to promote positive attitudes; 2) population and experimental sample; 3) treatments of forced compliance and participation in goals, observation of interaction, attitude scales, sociometric test, measurement of actual associations, testing procedures; 4) statistical results and inferences; and, 5) theoretical and practical significance, i.e. under certain conditions, different patterns of classroom interaction do affect intergroup attitudes, and lead to better understanding of the relationship between education and the integration of social and political communities. See SO 000 270 for related documents. (SBE)

ED 043 543 24 SO 000 272

Pearse, Richard Bezanson, Keith A.

Education and Modernization of Micronesia: A Case Study in Development and Development Planning.

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—ESCA-3

Bureau No—BR-6-2597

Pub Date 70

Contract—OEC-4-7-062597-1654

Note—100p.

Available from—Publications Secretary, SIDEC, School of Education, P. O. Box 2329, Stanford, California 94305

EDRS Price MF-$0.50 HC-$7.60

Descriptors—Decision Making, *Developing Nations, Economic Development, Educational Attitudes, *Educational Development, Educational Objectives, *Educational Planning, Educational Policy, Educational Research, Educational Sociology, Manpower Development, *Models, *Social Change, Socioeconomic Influences, Systems Development

Identifiers—*Micronesia, Social Control

The case study examined the development of an overall education plan for the Trust Territory of the Pacific Islands. The methodology of multidisciplinary education planning through the use of general comparative analysis models of political, economic, and social development is explained: Almond and Powell's framework for the analysis of political systems, Ward H. Goodenough's paradigm of wants and needs of change agents and their clients, and Harbison and Myers' model for human resource development. Both the strengths and weaknesses of the methodology and the models alike are discussed: the validity of comparison, reliance on judgmental analysis, and the needs for precision propositions, cost analysis data, and educational research. The needs for political and economic development and social change are considered from two points of view: the definition of the goals, and the relationships within and between these systems and education that are necessary for goal attainment. The models were used to determine the relationships and to logically analyze their (models) applications to the conditions in this developing area. It is assumed that education is necessary for goal attainment: leadership development, manpower and economic development, and participation of the people in the decision-making processes. (SBE)

ED 043 544 24 SO 000 273

Paez-Gomez, Joaquin

Education and National Development in Colombia.

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Report No—ESCA-2

Bureau No—BR-6-2597

Pub Date 69

Contract—OEC-4-7-062597-1654

Note—185p.

Available from—Publications Secretary, SIDEC, School of Education, P. O. Box 2329, Stanford, California 94305

EDRS Price MF-$0.75 HC-$9.35

Descriptors—*Community Leaders, *Developing Nations, Economic Change, *Educational Attitudes, *Educational Development, Educational Research, Educational Sociology, *Social Change, Socioeconomic Influences

Identifiers—*Colombia

This study is an exploration of the patterns of consensus and dissensus among the country's leaders in their attitudes, opinions, perceptions, and reservations about social and economic changes through education. It is a case study of a country where the ideas of education playing an important role in modernization is only partially accepted. How do 216 Colombian leaders: 1) evaluate the performance of the educational system as a change agent, 2) make judgments about education -- definitions of problems, solutions, standards, values, perceptions, 3) define development -- integrated, multi-dimensional, one-faceted, 4) integrate the educational system into their concepts of national development, and 5) integrate other institutions, such as foreign agencies, the central government, the Catholic Church, into their concepts of national development? In general, the interview results suggest that the leaders were not able to integrate the educational system into the process of national development. They showed only an incomplete grasp of educational process, the modernization process, or the idea of development; many of their ideas were conditioned by their position in society and special areas of interest; and, they were unable to consider other institutions or the government for integrated roles in development. (SBE)

ED 043 545 SO 000 274

Stockman, W. H.

General Historical Survey of Federal Indian Policies. Chapter II.

Colorado Univ., Boulder. School of Education.

Pub Date 70

Note—54p.; Chapter II of a Doctoral Thesis in progress, Colorado University, Boulder

EDRS Price MF-$0.25 HC-$2.80

Descriptors—Acculturation, Agricultural Education, American History, American Indian Culture, *American Indians, Colonial History (United States), *Colonialism, Culture Conflict, *Educational History, *Government Role, Racial Attitudes, Racial Segregation, Religious Education, Socialization, Trade and Industrial Education, Tribes, *United States History

Identifiers—Indian Treaties

This paper summarizes the history of North America, especially of the United States, from the earliest explorations and settlements through the present. Emphasis is placed on the Europeans' effect on American Indian life and the inadequate development of Indian education. Comparisons are made between the various colonizers' Indian policies before the revolution, such as: 1) introduction of the treaty system by the Spanish; 2) emphasis on fur trade and conversion to Christianity by the French; and, 3) racial segregation by the English. Finally, United States policies, as well as unofficial practices, are surveyed since the time of the Continental Congress. Various legislation and commission reports are cited and discussed, culminated by a discussion of the 1969 report of Sen. Ralph Yarborough's Committee on Labor and Public Welfare. Recommending 60 changes in Indian policies and procedures, the committee lays the blame for the Indian's life of poverty and despair on America's consistent failure to provide him with an effective education. (DJB)

ED 043 546 24 SO 000 275

Curriculum Materials in Research Methods in Sociology for Law Students. Final Report.

Denver Univ., Colo. Coll. of Law.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1236

Pub Date 69

Grant—OEG-4-8-061236-0093

Note—60p.

EDRS Price MF-$0.50 HC-$3.10

Descriptors—*Curriculum Development, *Graduate Study, Institutes (Training Programs), Interdisciplinary Approach, *Law Instruction, Law Schools, Material Development, Program Development, Projects, *Research Methodology, Social Sciences, *Sociology

Identifiers—*Colorado, Denver University

The main purpose of this project (1966-1969) was to provide law students with a basic understanding of modern sociological inquiry since the importance of sociology to the law has increased with applications ranging from the presentation of evidence in court to the design of programs for legal reform and social change. The general objective here was to develop awareness of the sociological research problems involved in the derivation of testable hypotheses from sociological theory, methods of collecting data, and the analysis of data in quantitative form. Consequently, the curriculum materials were developed stressing methodology but including substantive concerns. These materials consisted of a two volume case book of selected reading, commentary, and accompanying exercises (SO 000 276 and SO 000 277). During the life of the project, several courses concerned with law and social science research were taught at the University of Denver (Appendix C), and a summer institute, "Social Science Methods in Legal Education" or SSMILE, was held in 1967, 1968, and 1969 -- participants, syllabus, and materials are included (Appendix D). In addition, this project has lead to the development of a one and one-half year course in social problems at the University of Denver College of Law. (SBE)

ED 043 547 SO 000 278

Wisconsin Developmental Economic Education Program. 1969-70 Report.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date 70

Note—76p.

EDRS Price MF-$0.50 HC-$3.90

Descriptors—*Concept Teaching, *Curriculum Development, Curriculum Evaluation, Developmental Programs, *Economics, Elementary Grades, *Institutes (Training Programs), Instructional Materials, Material Development, Secondary Grades, Social Studies, *Teacher Participation, Teaching Methods, Teaching Procedures

Identifiers—DEEP, *Developmental Economic Education Program

The impact of DEEP on 14 participating school systems, levels K-12, is discussed in terms of origin of curricular materials, and its influence in prompting new directions, ideas, or programs. Part II includes reports from individual schools. Each school reports on curriculum development process, objectives, summer institute, nature of the project, evaluation, and summary. Part III is a largely subjective summary statement by DEEP reporters on aspects of decentralization and curriculum. Part IV contains the introduction and summary of the EPDA Institute for Advanced Study in Economics' for Wisconsin DEEP personnel. These aspects are evaluated: relations with USOE, relations with school administrations, pre-institute preparation, physical facilities, field trips, participant communication, full time vs. part time staff, visiting faculty, use of new materials, participant activities, and follow-up arrangements. The two primal objectives of the Institute, yielding an understanding of basic concepts and theoretical structure of economics, and demonstrating procedures, methods, and materials, were in large measure achieved. (SLD)

ED 043 548 SO 000 279

Miller, LaMar P.

Black Studies: A New Arena of Instruction.

American Association of School Administrators, Washington, D.C.; New York Univ., N.Y. Inst. of Afro-American Affairs.

Pub Date 18 Feb 70

Note—15p.; Presented at the Annual Meeting, American Association of School Administrators, Atlantic City, N. J., February 18, 1970

EDRS Price MF-$0.25 HC-$0.85

Descriptors—*African American Studies, *Curriculum Development, *Educational Objectives, *Negro Education, *Negro History, Relevance (Education), Socialization

Black studies, hence relevant education for black people in this country, have been omitted from educational curricula at all levels. Some reasons are: questions of moral responsibility involved in complying with public pressure for curriculum reforms; doubt that the experiences of black people justify study; general ignorance of

Afro-American experience; and, society's disagreement over the purpose of education. There have been various theoretical models for curriculum development --the transmission of culture, socialization, transformation of society. None of these reflects the multi-ethnic nature of our people. The majority of people of African ancestry in America have had a sufficiently different culture and lifestyle to necessitate inclusion of black studies. The broad purpose of black studies must be to help black people cope with the white world without making them completely alienated from it or subservient to it. Contemporary society, as it applies to black people in this country, could be one of the basic operational referents of the curriculum; the other might be black heritage, including African educational heritage. (JLB)

ED 043 549 SO 000 280

Hodgetts, A. B.

What Culture? What Heritage? A Study of Civic Education in Canada.

Ontario Inst. for Studies in Education, Toronto.

Spons Agency—Trinity Coll. School, Port Hope (Ontario).

Report No—Curr-Ser-5

Pub Date 70

Note—132p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada

Document Not Available from EDRS.

Descriptors—Citizenship, *Civics, *Curriculum Evaluation, Curriculum Study Centers, Educational Objectives, Elementary Schools, *Field Studies, Political Socialization, Secondary Schools, *Social Studies, *Teaching Methods

Identifiers—*Canada, National History Project

This Report of the National History Project presents and evaluates data on civics education in 951 elementary and secondary schools in 10 provinces. Civics education, taking place primarily in Canadian history and social studies classes, was seen as having important potential for developing knowledge and attitudes about Canada which would foster national understanding. Many felt this potential was not being realized. Some methods used in gathering data were student questionnaires and interviews, teacher interviews, school profiles and classroom observations. The result was a strong indictment of the way Canadian studies are now being taught. Reasons mentioned include: 1) much of standardized Canadian history taught is antiquated and useless --there is overemphasis on constitutional and political facts; 2) emphasis on question-answer technique involving factual data; 3) almost total absence of any conflicting or controversial material; 4) little consistent effort to relate past events to current problems; 5) opposite biases between Canadian histories written in French and those in English. Numerous reasons for these failings were discussed, and a recommendation was made for a national curriculum development plan designed to make radical changes in scope, content, and teaching methods in Canadian studies. (JLB)

ED 043 550 SO 000 281

Imperatore, William

Place and Environment: Grade One Geography Unit.

Georgia Univ., Athens.

Report No—PUB-3A; PUB-69-4A; PUB-69-4B

Pub Date Apr 69

Note—177p.

EDRS Price MF-$0.75 HC-$8.95

Descriptors—*Concept Teaching, Geographic Concepts, *Geography Instruction, *Grade 1, Inductive Methods, *Inquiry Training, Instructional Materials, International Education, Locational Skills (Social Studies), Primary Grades, Questioning Techniques, Sequential Programs, *Social Studies Units, Teaching Guides

Identifiers—*Pestalozian Method

This unit package offers the primary social studies teacher structured materials in geography. The primary objective of this unit is to develop the concepts labeled place and environment. Material organization and teaching strategy involve a two-fold emphasis on concept acquisition and concept use. The materials require the student to make inferences, find similarities and differences, test hypotheses, and validate concepts. In effect, the conceptual structure of geography becomes a working basis for inquiry and the processing and categorizing of geographic data. The learning procedure closely related to the meaningful reception learning model of David P. Ausabel. The geographic concepts selected overlap with concepts in elementary social studies instruction. It is global in scope in that information appropriate to development of the unit concepts is drawn from various places and environments around the world. The local environment plays a key role as a backdrop for understanding other cultures and environments. It is to be taught sequentially, and employs the Pestalozian method of posing leading questions. The package consists of a teacher manual, pupil text and materials, pupil workbook, and pre/post test. The unit is intended to supplement an existing social studies program, not to replace it. (SBE)

ED 043 551 SO 000 282

Viederman, Stephen

Developing Education Programs or Population Awareness.

American Association of Colleges for Teacher Education, Washington, D.C.; Organization of American States, Washington, D.C. Dept. of Educational Affairs.

Pub Date 20 Oct 70

Note—11p.; Paper presented at Conference on Education and Environment in the Americas, Organization of American States, American Association for Colleges of Teacher Education, Washington, D.C., October 20, 1970

EDRS Price MF-$0.25 HC-$0.65

Descriptors—Curriculum Development, *Curriculum Planning, *Demography, *Educational Needs, *Environmental Education, Population Growth, Population Trends, *Social Studies

Identifiers—*Population Awareness Education

Speakers on population matters often refer to the population explosion with an air of crisis. It is questionable that images of doomsday are defensible for us in our role as educators. The goals of population education are to develop an understanding of the impacts of population characteristics on national development, as well as their impact on the individual. A second purpose is to develop informed individuals who will make responsible decisions. Population study introduced population characteristics, and the causes and consequences of population change, and it includes a wide range of social phenomena affected by population. There are more than 20 countries now developing programs. However, the next step is to develop a population unit or cell within a country's educational system, defining the objectives. The final decision is whether a series of new courses are needed, or whether population concepts should be infused throughout the existing curriculum. Population learning will probably be more effective if children are confronted with population material throughout their curriculum and throughout their entire school careers. Social studies offer particularly fruitful areas for population learning. In addition, population study should be part of teacher training. SO 000 291 is a directory of national programs. (SLD)

ED 043 552 SO 000 285

Dunfee, Maxine

Elementary School Social Studies: A Guide to Current Research.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 70

Note—127p.

Available from—Association for Supervision and Curriculum Development (NEA), 1201 Sixteenth ST., N. W., Washington, D.C. 20036 (#611-17384;$2.75; quantity discount)

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Concept Formation, Concept Teaching, Curriculum Development, Curriculum Evaluation, *Curriculum Research, Educational Objectives, *Elementary Grades, Inquiry Training, Inservice Education, Multimedia Instruction, Preservice Education, Problem Solving, Questioning Techniques, *Research Reviews (Publications), Social Attitudes, *Social Studies, Social Values, Teaching Techniques

Elementary school social studies research, virtually all of which began in the 1960's, is clustered and summarized. No deliberate attempt was made to evaluate methods or particular findings. The following sections are included in these categories: 1) Goals: for education, social studies content, attitudes and values, behaviors and process, citizenship, and a national view; 2) Curriculum: early efforts, new developments, and trends and appraisals; 3) Children: knowledge prior to instruction, concepts of time, map skills and concepts of space, concepts, and social values and attitudes; 4) Learning and Inquiry: learning as inquiry, skills of inquiry and problem solving, questioning and thinking, and methods and techniques that encourage inquiry; 5) Educational Media: reading materials, visual and audio materials, other media, and comparative studies of methods and techniques; 6) Evaluation: promising techniques, expert approaches, and curriculum evaluation; and, 7) Teacher Education: teacher competencies, preservice, and inservice. The author concludes that many questions in elementary social studies are unanswered in spite of the amount of research, and calls for a national clearinghouse for socal studies education. A 351-item bibliography is appended. (DJB)

ED 043 553 SO 000 286

Rusk, Bruce And Others

The Student and the System. Occasional Papers No. 5.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 70

Note—86p.; Proceedings of the conference sponsored by the Ontario Institute for Studies in Education (OISE), Grduate Students' Association, November 1969

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Educational Change, *Educational Environment, Educational Methods, *Higher Education, Institutional Role, School Environment, *Secondary Education, *Student Attitudes, *Student Role, Teacher Attitudes

Identifiers—*Canada, Friedenberg (Edgar Z)

This is a report of proceedings of the November 1969 conference sponsored by the Graduate Students' Association, OISE. The purpose of the conference was to explore common elements in the educational system at the secondary and postsecondary levels focusing on the changing role of the student in the system. Participants included administrators, teachers, and students, with OISE members serving as leaders and recorders for small group sessions. The proceedings reflect the events of the general sessions including: two papers (by Edgar Z. Friedenberg and Don McCulloch), a review of the film "High School," and a transcript of the panel discussion, as well as the attitudes and opinions expressed in group sssions. (JLB)

ED 043 554 95 SO 000 287

De Cecco, John P.

Civic Education for the Seventies: An Alternative to Repression and Revolution. Volume II; Civic Participation in a Crisis Age.

Columbia Univ., New York, N.Y. Center for Research and Education in American Liberties.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Comprehensive and Vocational Education.

Bureau No—BR-8-0457

Pub Date 69

Grant—OEG-0-8-080457-3737-085

Note—100p.

EDRS Price MF-$0.50 HC-$5.10

Descriptors—*Citizen Participation, Citizenship, *Civics, Democratic Values, Educational Objectives, Interpersonal Competence, *Literature Reviews, Political Socialization, Public Affairs Education, School Community Relationship, Social Action, *Social Change, *Social Sciences, Social Studies, Student Participation

This is an examination of social science literature dealing with contemporary political and social change, and represents the point of departure for the civic education project reported in Volume I, ED 041 810. The chapters discuss: 1) four social types of man -- elite, private, alienated, and civic man; 2) three types of democracy, the history of participation in American political and social life, and the current extent of civic participation; 3) four defenses of low citizen participation levels --Federalists, democratic elitists, interest group theorists, political systems analysts; 4) political and social crises --race, technology, generation gap, international--

as the result of historic low levels of participation; 3) challenges of change to public and private institutions, traditional political theory, the social dilemmas facing reform movements, and the conservative, conventional liberal, radical left positions of reform and revolution; (6) the Center's position on civic participation -- democratic society individual and group involvement in decision-making and the rights of dissent, equality, due process, and three models of participation; and, 7) political socialization, group dynamics, interpersonal relations, the role of the schools, and finally the goals for civic education. (SBE)

ED 043 555 SO 000 288

Keates, J. S.

Symbols and Meaning in Topographic Maps: Some Limitations Due to Aspects of Map Design.

Queen's Univ., Kingston (Ontario).

Pub Date 10 Sep 70

Note—17p.; Paper presented at a Symposium on the Influence of the Map User on Map Design, Queen's University, Kingston, Ontario, Canada, September 8-10, 1970

EDRS Price MF-$0.25 HC-$0.95

Descriptors—Design, *Geographic Location, *Geography, *Maps, *Topology

Identifiers—Cartography, *Topographic Maps

The approach to topographic map production has been highly organized and systematic with respect to scale, projection, grid, etc., so that the user can expect a high degree of locational accuracy. Less attention has been given by cartographers to symbolic information yielded by the map. Symbolization (information reduction) is required at all levels --including that of the survey. A number of factors should be considered in order to clarify what aspect of the feature the symbol is to concentrate on and what is being omitted, so that there is a clear identification of what the symbol is intended to convey to the user. If cartographic symbols can be devised to convey specific attributes of represented features, two other considerations emerge --the graphic structure of the symbols, and the way the user responds to them. If premises are acceptable, the following conclusions can be drawn: 1) design of map symbols cannot be isolated from data collecting; 2) if informational content of maps is be increased and improved, there cannot be heavy reliance on photo-interpretation; 3) a more deliberate and systematic attitude about manipulation of graphic image will be necessary to make the map a more effective communication; 4) present interest in a digital form of map information makes sense only if equivalent standards can be applied and maintained. (JLB)

ED 043 556 24 SO 000 289

Pecoraro, Joseph

The Effect of a Series of Special Lessons on Indian History and Culture Upon the Attitudes of Indian and Non-Indian Students. Final Report.

Maine State Dept. of Education, Augusta.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-A-072

Pub Date Aug 70

Grant—OEG-1-70-0001-509

Note—170p.

EDRS Price MF-$0.75 HC-$8.60

Descriptors—American History, American Indian Culture, *American Indians, Changing Attitudes, *Curriculum Research, *Elementary School Students, *Racial Attitudes, Self Concept, *Social Studies

It was found that Indian and non-Indian children in both off-reservation and on-reservation schools of Maine had little concept of the major role the Indian played in our history, and of his potential in today's society. The traditional elementary school social studies program has given little recognition to the American Indian. In an effort to change the attitudes toward the Indian of Indian and non-Indian children, a series of special lessons were prepared by this project. These lessons emphasized the positive aspects of the Indian, and brought out little known aspects of the contributions of Indians to our art, cultural heritage, and contemporary society. They made use of several media --8mm color and sound film, slide-tape presentations, and some commercial material, and stress involvement on the part of the students. In order to measure the effectiveness of the special lessons, an experiment with a control group and an experimental group was conducted. Pre- and post-testing consisted of a semantic differential, an attitude scale, and a series of open sentence stems. It was found that the lessons did have a positive effect on the attitudes of both Indian and non-Indian children, and that the attitudes of Indian children were most improved indicating improvement in self-concept. (SBE)

ED 043 557 SO 000 290

Carswell, Ronald J. B.

Children's Abilities in Topographic Map Reading.

Queen's Univ., Kingston (Ontario).

Pub Date Sep 70

Note—13p.; Paper presented at A Symposium on the Influence of the Map User on Map Design, Queen's University, Kingston, Ontario, September 8-10, 1970

EDRS Price MF-$0.25 HC-$0.75

Descriptors—*Cognitive Ability, *Elementary School Students, Maps, *Map Skills, Perceptual Development, *Research Reviews (Publications), *Skill Development, Social Studies, Spatial Relationship, Teaching Techniques

Identifiers—*Topographic Maps

Although over 40 studies have been done since 1925 on map reading, there is little understanding of children's ability to comprehend maps or the mental processes involved. Children's inability to read maps is well document, as are their improved skills after instruction. Yet map skills are part of the elementary curriculum. Success in teaching map reading skills is overestimated for at least four reasons: 1) an oversimplification of what is involved in reading a map; 2) teaching the wrong things about maps and not using maps in instruction; 3) failure to sequence skill development using large and small scale maps; and 4) ineffectual teaching techniques and omission of field instruction. Research shows that children are capable of using maps more effectively than they now do. Perhaps we do not fully understand the development or operation of spatial abilities. Little theoretical work in this area, with the exception of Piaget, can be applied directly to map learning. It appears that as children move through the elementary grades their spatial abilities are suppressed if not extinguished. One method of encoraging spatial skills appears to be through techniques using large scale topographic maps in the upper elementary grades. Lastly, attention must be given to helping teachers understand maps and techniques of map instruction. (SBE)

SP

ED 043 558 SP 004 105

Mathieson, Moira B. Tatis, Rita M.

Social Change and Teacher Education: An Annotated Bibliography.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-8-0490

Pub Date Aug 70

Contract—OEC-0-8-080490-3706 (010)

Note—29p.

EDRS Price MF-$0.25 HC-$1.55

Descriptors—*Annotated Bibliographies, *Social Change, *Teacher Education

This annotated bibliography lists 137 published and unpublished documents, the majority of them dated between 1967 and 1969. Included are research reports, program descriptions, addresses, articles, and conference papers. The citations are organized into six sections: 1) Teacher Education and Changing Social Order--25 items; 2) Insights into Multi-Culture Education: Multi-Cultural Education--36 items, Innovation in the Inner City--19 items, Puerto Rican Children in Mainland Schools--3 items, and Job Corps--5 items; 3) The Need for Individual Commitment--8 items; 4) Preparation of the Campus for Change--19 items; 5) National Institute of Educational Forum--11 items; and 6) Education of the Executive for Change--11 items. In addition to the brief descriptive annotations, each entry includes information on ERIC (Educational Resources Information Center) availability; most of the documents are available through ERIC in both microfiche and hard copy. (JS)

ED 043 559 SP 004 127

Institute for Support Personnel. Garland Junior College, EPDA 1969 Summer Institute.

Garland Junior Coll., Boston, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date Jun 70

Grant—OEG-0-9-310057-2233-725

Note—158p.

EDRS Price MF-$0.75 HC-$8.00

Descriptors—Career Opportunities, *Inservice Teacher Education, Institutes (Training Programs), *Intergroup Education, Intergroup Relations, Self Concept, *Sensitivity Training, *Teacher Aides, *Teacher Educator Education

For four and one-half weeks in June and July 1969, Garland Junior College operated the intensive summer phase of a one-year training institute for 68 teachers, teacher aides, and trainers of classroom personnel. Under the authority of the Education Professions Development Act, the institute was comprised of the full-time summer portion and intermittent academic-year follow-up activities. The first two weeks of the summer institute involved the trainers only and dealt with problems of training aides and teachers. During the second two weeks the trainers were joined by teachers and teacher aides. Although some material on child development, curriculum development, and individualized instruction was presented, the major focus of the institute was on sensitivity training and interpersonal relations. Evaluation of the institute by participants and an independent evaluation by Abt Associates indicated that the institute was successful in its objectives of fostering more sensitivity in individuals and greater exchange of ideas among educators filling three different roles in education. (A 147-page appendix contains minutes of staff meetings, lists of staff and participants, evaluation questionnaires, and the text of the Abt evaluation.) (RT)

ED 043 560 SP 004 129

Smith, Brooks, Ed. And Others

A Guide to Professional Excellence in Clinical Experiences in Teacher Education.

Association for Student Teaching, Washington, D.C.

Pub Date 70

Note—55p.

Available from—Publications-Sales Section, National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 (Stock No. 861-24488; $1.50)

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—Educational Objectives, *Field Experience Programs, *Practicums, Practicum Supervision, Program Administration, Program Evaluation, *Teacher Education

This booklet of guidelines for the total program of direct and simulated experiences in teacher education has six major sections: 1) Aims of Clinical Experiences; 2) Guidelines to Excellence with Focusing Questions--40 questions on 12 different aspects of the clinical experience programs; 3) Clinical Experiences: Descriptions and Characteristics--description of functions and related activities (laboratory experiences, practicum experiences, differentiated career opportunities), breadth of experience, individualization of program, relation of program elements, and clinical teaching positions (assisting, associate, intern, and pretenure teachers); 4) Supervisory Positions and Qualifications--for 14 different positions including participating teacher, clinical teacher, consultant teacher, clinical professor, affiliated school principal, director or coordinator of clinical experiences, professional organization representatives; 5) Cooperative Control of Decision Making--outline of structure for collaboration, procedures for operation, administration of program, and student involvement; 6) Analysis and Assessment--outline of categories and questions to be considered in developing a program of evaluation. Appended are Definitions, Supportive Technology and Materials in Clinical Experience Programs, and Guidelines for Specialization in Teacher Education. (JS)

ED 043 561 SP 004 131

Draper, Dale C. And Others

Analysis of Teacher Education in East Africa, 1969. A Report.

American Association of Colleges for Teacher Education, Washington, D.C.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
Pub Date 69
Note—175p.
EDRS Price MF-$0.75 HC-$8.85
Descriptors—Curriculum Development, Educational Finance, Educational Needs, Elementary Schools, Instructional Materials, *National Surveys, *Program Evaluation, School Personnel, Secondary Schools, *Teacher Education, Teachers Colleges, Teacher Shortage
Identifiers—*Africa, Agency for International Development, AID, Kenya, Tanzania, Uganda
In order to analyze teacher education in East Africa, the three-man survey team studied schools and agencies producing teachers and programs for schools, focusing on four factors: preservice and inservice teacher education, production and improvement of instructional materials, and financing of programs. The team examined the specific primary and auxiliary agencies engaged in primary, secondary, and teacher education and consulted appropriate persons inside and outside these agencies. The problems identified fall into these categories: shortage of qualified teachers, tutors, and specialists in the areas of research and production of instructional materials; need for improvement of leadership at many levels; inadequate local financing; and need for firm goals and policy on expansion of primary and secondary education in two of the three countries. Requirements for meeting these needs and obstacles which have blocked or retarded implementation efforts were analyzed. (Specific suggestions for Agency for International Development (AID) assistance and broad cost implications are included in the report's six sections: Primary and Secondary School Education, Teacher Education Programs, Curriculum Development and Instructional Materials, Staffing Teachers Colleges, Resources Available and Projected Requirements, and Priorities in Teacher Education. Survey team itinerary in the U.S., Kenya, Uganda, and Tanzania is appended.) (JS)

ED 043 562 SP 004 132
Tapping Human Resources of the Community for Schools. Applying Partnerships to Teaching.
Connecticut Univ., Storrs. School of Education.; Hartford Coll., Conn.; Hartford Public Schools, Conn.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date Apr 70
Note—66p.
EDRS Price MF-$0.50 HC-$3.40
Descriptors—Administrator Attitudes, Educational Counseling, Instructional Staff, *Partnership Teachers, *Part Time Teaching, Staff Utilization, Teacher Attitudes, Teacher Background, Teacher Placement, Teacher Recruitment
Identifiers—Applying Partnerships to Teaching, Connecticut, Hartford, Project APT
Over a 6-month period, a four-man team from the University evaluated the first year of Project APT (Applying Partnerships to Teaching) sponsored by the Hartford College Counseling Center (HCCC). Objectives of Project APT were 1) to find and develop a new source of locally available, quality teaching talent by recruiting, counseling, and placing mature, college-graduated women for continuing part-time teaching positions in the greater Hartford area, and 2) to carry out on a full scale and with real impact the pilot program in partnership teaching now in its demonstration phase aimed at developing two kinds of part-time teaching: partnership teaching in which two part-time teachers fill one full-time job and regular part-time teaching assignments. Evaluation consisted of meetings with project directors; questionnaires distributed to all teacher participants in the program, a sample of teacher colleagues of partnership teachers, and a sample of parents; and interviews with all part-time teachers, principals, partnership teachers, and a sample of children. The overall conclusion was that Project APT is a successful, important program which should be continued. (Included are recommendations to HCCC; description of the partnership arrangements; counseling, pre- and in-service training, and attitudes of participants; profile of partnership teachers; and questionnaires.) (JS)

ED 043 563 SP 004 143
Ornstein, Allan C.
Selected Teacher Behaviors Considered as a Basis for Reporting Recommended Strategies for Teaching the Disadvantaged: A Review.
New York Univ., N.Y.
Pub Date 70
Note—23p.
EDRS Price MF-$0.25 HC-$1.25
Descriptors—Affective Behavior, Class Management, Cognitive Development, *Disadvantaged Youth, *Teacher Behavior
This paper reviews the research and commentary literature on techniques, traits, and success factors for teachers of the disadvantaged. The author categorizes and discusses behaviors for teachers of the disadvantaged within four selected dimensions: 1) Affective (related to the teacher's attitudes, emotions, feelings, and values), 2) Cognitive (related to the teaching of a subject and the teacher's development of the students' intellectual competencies), 3) Controlling (related to the teacher's order, planning, tasks, responsibility, and systemization), and 4) Stable (related to the teacher's calmness, objectivity, consistency, confidence, and alertness). The brief summary section concludes that although research on teacher behavior is impressive in quantity, the results are contradictory and concern for teachers of the disadvantaged inadequate and that this review, while not providing answers, might be used as a reference point in seeking answers to questions on what behavior is desirable for teachers of the disadvantaged. One hundred forty-two references are cited, nearly all published in the 1960's. (JS)

ED 043 564 SP 004 144
Ornstein, Allan C.
Research on Teacher Behavior, Approaches, Limitations, and Recommendations.
New York Univ., N.Y.
Pub Date 70
Note—54p.
EDRS Price MF-$0.25 HC-$2.80
Descriptors—*Educational Research, Measurement Techniques, Research Criteria, *Research Problems, *Teacher Behavior
This review of research on teacher behavior covers 200 references cited in the bibliography, the bulk of them published in the 1960's. A short introductory section on the status of research on teacher behavior notes that it is "voluminous and contradictory." The main body of the paper is organized in terms of the reason why research on teacher behavior yields no clear conclusions, a threefold problem involving the theoretical framework whereby an investigator approaches teacher behavior research: 1) systematizing research on teacher behavior--into three categories: models systems, instructional processes, and teacher behavior characteristics; 2) identifying teacher behaviors; and 3) measuring teacher behaviors--by observation (three types), student behavior and achievement, tests based on recall, and psychological tests. Another section details some additional problems related to research on teacher behavior, e.g., its noncumulative nature (researchers measuring different phenomena and variables, using different terms, methods, and assumptions), questions as to whether or not teacher behavior research may be beyond scientific analysis, and problems regarding teacher-researcher relations and practical application of theory. The conclusion section lists 27 recommendations for future research on teacher behavior. (JS)

ED 043 565 SP 004 146
Dennis, R. Ethel
The Black People of America. Illustrated History.
Pub Date 70
Note—388p.
Available from—Readers Press, Inc., 130 Bristol Street, New Haven, Conn. 06511 ($6.95)
Document Not Available from EDRS.
Descriptors—*African History, *American History, Black Community, Black Power, History, *History Textbooks, *Negro Achievement, Negro Culture, Negro Education, *Negro History, Negro Leadership, Negro Literature, Negro Population Trends, Negro Role
This survey of the Negro in America sets out to present a comprehensive outline history from African origins to the present day by making available summaries of the latest historical scholarship. Designed for both black and white students, it may be supplemented with creative writing, biographies, and specialized studies from the extensive bibliography provided, together with a listing of films and filmstrips on black history and culture. Chapter headings are 1) Africa, the Negro's Proud Homeland; 2) The Growth of Slavery in America, 1500-1790; 3) The House of Bondage, 1790-1860; 4) Civil War and Emancipation, 1860-1865; 5) The Tragedy of Reconstruction, 1865-1877; 6) Citizens Without a Country; 1877-1903; 7) Creativity in the Late Nineteenth Century; 8) New Voices and New Directions, 1903-1930; 9) Some Blacks Enter the American Mainstream, 1930-1954; and 10) The Black Revolution, 1950 to the Present. (Each chapter ends with a list of suggested problems and projects.) (MBM)

ED 043 566 SP 004 147
Klausmeier, Herbert J., Ed. O'Hearn, George T., Ed.
Research and Development Toward the Improvement of Education.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Pub Date 68
Contract—OEC-5-10-154
Note—171p.
Available from—Dember Educational Research Services, Inc., Box 1148, Madison, Wis. 53701 ($5.75)
EDRS Price MF-$0.75 HC-$8.65
Descriptors—*Curriculum Research, *Educational Development, *Educational Research, English Education, *Instructional Media, Interaction Process Analysis, *Learning Processes, Mathematics Education, Microteaching, Models, Research and Development Centers, Science Education
This book contains 17 papers prepared for a colloquium series on development and related research dealing with conditions and processes of learning, subject matter content and sequence, instructional media, and instructional methods and teacher behaviors: 1) "Organized Retention and Cued Recall" by Endel Tulving; 2) "Developmental Processes in Thought," Kenneth Lovell; 3) "Promoting Creative Thinking in the Classroom," Martin Covington; 4) "Measuring Motivation in Culturally Disadvantaged School Children," Richard deCharms; 5) "Curriculum Research in Mathematics," E.G. Beale; 6) "Curriculum Research in Science," Arthur H. Livermore; 7) "Curriculum Research and Development in English," Robert Pooley; 8) "Research in Reading," Wayne Otto; 9) "Strategies for Concept Attainment in Mathematics," Myron Rosskopf; 10) "Instructional Television Around the World," Wilbur Schramm; 11) "Instructional Research: Some Aspects of Its Status, Defects, and Needs," Arthur Lumsdaine; 12) ". SOCRATES, A Computer-Based Instructional System in Theory and Research," Lawrence Stolurow; 13) "An Analytical Approach to Research on Instructional Methods," Nathanial Gage; 14) "Interaction Analysis and Inservice Training," Ned Flanders; 15) "Research and Development Strategies: The Current Scene," Louis Bright; 16) "The Wisconsin Research and Development Center for Cognitive Learning," Herbert Klausmeier; 17) "An Output-Oriented Model of Research and Development and Its Relationship to Educational Improvement," Hendrick Gideonse. (JS)

ED 043 567 SP 004 148
Glatthorn, Allan A.
Learning in the Small Groups.
Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 68
Note—19p.
EDRS Price MF-$0.25 HC-$1.05
Descriptors—*Educational Change, *Educational Innovation, *Innovation, Problem Solving, Questioning Techniques, *Small Group Instruction, *Teaching Techniques, Tutorial Programs
Following an opening statement explaining the importance of small groups as an educational innovation, the author examines seven different types of groups, their organization and function. 1) The task group involves students in many types of meaningful work, with each member able to make a useful contribution towards the completion of the task. 2) The didactic group has the teacher or leader presenting material with the purpose of informing, reviewing or clarifying. 3) The tutorial group puts the emphasis on in-

dividual instruction, usually of a remedial nature. 4) The discursive group provides for free and uninhibited discussion by students of a topic of prime importance to them, with the teacher in the role of interested observer. 5) The brainstorming group is problem or solution centered, without criticism, and the teacher's role is to motivate, to get the ball rolling, and then to stay out. 6) The heuristic group places the emphasis on inquiry and discovery, and is intended to make students skillful askers of questions. 7) The maieutic group uses the Socratic method to determine the answer to a question through the open and honest exchange of informed opinion. (MBM)

ED 043 568 SP 004 179

Sperling, John G.

Collective Bargaining and the Teaching-Learning Process. QUEST Paper 11.

American Federation of Teachers, Washington, D.C.

Pub Date Aug 70

Note—13p.

Available from—American Federation of Teachers, 1012 14th Street, N.W., Washington, D.C. ($0.20)

EDRS Price MF-$0.25 HC-$0.75

Descriptors—*Collective Negotiation, *Curriculum Development, *Instruction, *Teaching

In the controversy over the inclusion of the teaching-learning process (curriculum development and instruction) as a subject of collective bargaining, discussion should focus on the changes which it might produce in the teaching-learning process. Curriculum development is unlikely to be greatly affected by collective bargaining, and any changes in classroom behavior which result from teacher control over curriculum development will be minor. At the elementary and secondary level the main forces for charge, exogenous to whatever structure has formal curriculum control, will be the major curriculum development project and statewide committees which establish framework and guides. Both are dominated by university professors. In contrast, instruction will be profoundly influenced by collective bargaining with most changes for the good of students and teachers. Faculty curriculum committees which actually function as improvement of instruction committees need the strength which collective bargaining can offer. Administrators need not fear loss of power, which they never had, since positive classroom behavioral changes can only be induced through positive motivation. In a recent paper presenting the administration position on this subject, Dean Robert J. Alfonso of Kent State University presented seven predictions which, in my opinion, will not come true and ten suggestions which I must reject. (Collective bargaining agreements which include curriculum and instruction provisions are appended.) (Author/JS)

ED 043 569 SP 004 180

Bhaerman, Robert D.

New Currents in Education: A Preliminary Review. QuEST Paper 10.

American Federation of Teachers, Washington, D.C.

Pub Date Aug 70

Note—15p.

Available from—American Federation of Teachers, 1012 14th Street, N.W., Washington, D.C. 20005 ($0.20)

EDRS Price MF-$0.25 HC-$0.85

Descriptors—Behavioral Objectives, Educational Finance, *Educational Trends, Merit Rating Programs, Program Budgeting, Teacher Certification, Vertical Organization

This booklet describes nine "new currents" in education with the recommendation that local and state federations of the American Federation of Teachers create QuEST committees of teachers to study the implications of all these issues and develop statements and QuEST action programs on them as they relate to local and state situations. The issues are 1) Verticalism--the creation of various educational rankings which affect authority and decision making in schools; 2) Merit Pay (new style)--based on "output factors" as opposed to "input factors"; 3) Accountability--the shifting of primary learning responsibility from the student to the school; 4) Behavioral Objectives--statement of school outcomes in terms of overt, observable actions of learners which are to change as a consequence of instruction; 5) PPBS (Planning Program Budgeting Systems)--a systems analysis method for reporting district expenditures; 6) Performance Certification--based on specific competencies of individual students, as opposed to credit counting or program approval; 7) Educational Engineering--a total process for managing environmental and institutional changes; 8) Performance Contracting--between schools and private firms to remove educational deficiencies on a guaranteed performance basis; 9) Voucher Systems--for financing education through payments to parents who then select the school for their child. (JS)

ED 043 570 SP 004 195

Olivero, James L.

Do Teacher Aides Aid American Education?

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date [70]

Contract—OEC-4-7-062827-3078

Note—10p.

EDRS Price MF-$0.25 HC-$0.60

Descriptors—*Teacher Aides

A far-reaching 1968 study on teacher aides revealed that very little was known about the aid that aides supposedly provide. It was found that there is some direct relationship between the use of aides and action programs to improve instruction. Some general points crop up regularly: 1) Teachers who have aides usually will not do without them. 2) Teachers who are contemplating having aides often are very apprehensive about sharing the classroom with another adult. 3) Training programs need to be developed at which both the teacher and aide learn to work together. 4) Teacher aides are performing three categories of services: supervisory, clerical, and instructional. 5) Teacher aides generally express satisfaction with their jobs, but complaints relate to the teacher's over-expectations or under-expectations of them. The roles must be defined. The rest of us might just play our roles by supporting the several differentiated staffing studies now under way and withholding judgment until the relevant data have been gathered and analyzed, and by staying off the bandwagon until more is known about the advantages and disadvantages. Many years may elapse before we really know what aid to education the teacher aides have provided, but the future looks bright. (JS)

ED 043 571 SP 004 196

Macfarlane, Ruth

Project Upbeat '69.

Pasadena City Coll., Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 30 Jun 70

Note—113p.

EDRS Price MF-$0.50 HC-$5.75

Descriptors—*Community Colleges, Differentiated Staffs, Ghettos, Indigenous Personnel, Inner City, Minority Groups, *Nonprofessional Personnel, *Paraprofessional School Personnel, Program Evaluation, *Teacher Aides, *Teaching Assistants

Identifiers—Head Start, New Careers

This 9-month training program for paraprofessionals started in June 1969 with a 6-week summer session, followed by fall and spring semesters in 1969 and 1970. Its objectives were to train indigenous nonprofessionals as teacher aide assistants for employment in inner city and ghetto schools, to meet the current shortage of certificated bilingual teachers, and to pinpoint the need for community colleges to come to terms with the work-study approach to training programs. The 36 participants came from low-income minority groups, with approximately 50 percent black and 50 percent Chicano; only two were men. They were drawn from ten Los Angeles school districts, Head Start agencies, the Pasadena Commission on Human Need and Opportunity, and Pasadena City College, the host institution. Problems were encountered in obtaining professional participation and cooperation from agencies, particularly in the attempt to encourage differentiated staffing and the increased use of paraprofessionals. The limited scope of the program precluded any major impact and it was not possible to discover any real impact on the school districts or on the trainees themselves. Some of the problems may be resolved in the 1970 program. There are 12 appendixes, including details of the objectives, correspondence, minutes of committee meetings, and the final evaluations of the trainees. (MBM)

ED 043 572 SP 004 200

Mathieson, Moira B. Tatis, Rita M.

Multicultural Education: A Selected Annotated Bibliography.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-8-0490

Pub Date 70

Contract—OEC-0-8-080490-3706 (010)

Note—18p.

EDRS Price MF-$0.25 HC-$1.00

Descriptors—*Annotated Bibliographies, Cross Cultural Training, Cultural Differences, *Cultural Pluralism, *Education, Educational Problems, Minority Groups

This annotated bibliography lists 70 documents dealing with cultural differences and cross-cultural educational problems on the elementary-secondary-collegiate level and does not include material on the economically disadvantaged or inner city problems as such. The first section reports citations drawn from Research in Education and the supplementary collection of the Clearinghouse on Teacher Education. Most of these items, which include research reports, program descriptions, and other materials, are dated 1968 or 1969. They are listed in two categories: 15 under "Programs" and 17 under "Methods and Materials." The second section lists 38 journal articles, mostly 1969 or 1970 drawn from Current Index to Journals in Education. Included with items in the first section is information regarding their availability in microfiche and/or hardcopy through ERIC (Educational Resources Information Center). A list of relevant ERIC search terms (descriptors) is provided to help the reader locate additional information on the subject of multicultural education in ERIC indexes. (JS)

ED 043 573 24 SP 004 201

Cruickshank, Donald And Others

The Ohio State University Analysis of the Nine Comprehensive Elementary Teacher Education Models (CETEM). Final Report.

Ohio State Univ., Columbus. Coll. of Education.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-5-8040

Pub Date 28 Feb 70

Contract—OEC-0-9-458040-4732

Note—290p.

EDRS Price MF-$1.25 HC-$14.60

Descriptors—Elementary School Teachers, *Models, *Teacher Education

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

This document reports a series of 13 seminars conducted to review and analyze the nine United States Office of Education (USOE) Phase I Comprehensive Elementary Teacher Education Models (CETEM). The main body of the report consists of 14 papers, each an analytical summary of one of the model programs. Each paper is organized according to the same 12 criteria; 1) Rationale, 2) Components, 3) Outcomes, 4) Instructional Techniques and Processes, 5) Role of the Teacher Educator, 6) Evaluation Techniques, 7) Responsiveness to Societal and Professional Needs, 8) Unique Contributions, 9) Model Revision, 10) Relationship to General Education, 11) Feasibility, and 12) Relationship to Recommended Standards in Teacher Education (NCATE). There are three papers on the Syracuse University Model; two each on the Florida State University, Northwest Educational Regional Laboratory, and University of Pittsburgh Models; and one each on the others: Columbia University Teachers College, University of Georgia, University of Massachusetts, Michigan State University, and the Ohio Consortium. The papers were written by ten graduate students (who took the seminar for credit) and four faculty members who were among the seminar participants. An introductory section contains 1) brief description of the procedures for the seminars (one conducted

by each of the nine model directors), and 2) discussion of general reactions to the models with comments designed to bridge the analytic summaries. (JS)

ED 043 574 SP 004 202

[Conference Time Kit.]

National School Public Relations Association, Washington, D.C.

Pub Date 70

Note—Filmstrips, records, and manuals

Available from—NEA, P.O. Box 327, Hyattsville, Md. 20781 (Teachers' guide #411-12580, $1.25; filmstrip/teachers, #058-01892, $15; filmstrip/parents, #058-01894, $12; parents' guide, #051-01846, 30/$1.00; Complete Kit, #058-01890, $25)

Document Not Available from EDRS.

Descriptors—Elementary Schools, Evaluation, *Guidelines, Instructional Materials, *Parent School Relationship, *Parent Teacher Conferences, *Parent Teacher Cooperation, Reports

This multimedia kit, for use with and by teachers from kindergarten through the upper elementary grades, consists of four components: 1) a filmstrip for teachers; 2) the 1970 edition of a handbook, "Conference Time for Teachers and Parents"; 3) a filmstrip for parents; 4) a supporting parent information leaflet "How To Confer Successfully with Your Child's Teacher." Both filmstrips are in color and are accompanied by a 33-1/3 rpm record with narration and music and a script. The handbook discusses the need for conferences, what parents want to know, methods of handling group and individual conferences, evaluation and followup procedures, and ideas which make conferences more productive. (An earlier edition of the handbook is ED 012 202). (RT)

ED 043 575 SP 004 203

Hill, John C.

The Analysis and Identification of Content Development Patterns in Classroom Communication.

Pub Date Mar 70

Note—24p.; Paper presented at AERA annual meeting, Minneapolis, Mar 70

EDRS Price MF-$0.25 HC-$1.30

Descriptors—*Classroom Communication, *Content Analysis, *Course Content, Intellectual Disciplines, Junior High School Students, Secondary School Teachers, Verbal Communication

Identifiers—Content Analysis System

A study of the dynamic organization of content through the sequence of communication behaviors in the classroom attempted to 1) systematically analyze observed and classified communication behaviors of teachers and students in the classroom which relate to content; 2) display the data thus generated so that elements, sequences, and organizations of communication behaviors related to content development can be studied and analyzed; and 3) extrapolate prototypes of content development from the analysis of elements, relationships, and organizing principles of content communication behaviors. Twelve junior high school teachers and their students were observed and video-taped as they engaged in teaching and learning activities in the four subject areas of science, mathematics, social studies, and English. Tapes of 34 class sessions were classified and codified using the 12-category Content Analysis System (developed and refined from a basic scheme of five categories: background, naming, defining, examples, and amplification). Analysis of data consisted of a classification of elements of content communication and the identification of larger and larger sequences of communication behaviors within which these content elements were found. Analysis of elements and larger sequences of data was made of the sample as a whole and within the sample according to subject area and according to individual teachers. (Summary findings are presented and the category system is included.) (JS)

ED 043 576 SP 004 205

Paulston, Rolland G.

Teacher Supply and Demand Problems in a Developing Society: Peru.

Pittsburgh Univ., Pa. School of Education.

Pub Date Jul 70

Note—38p.

EDRS Price MF-$0.25 HC-$2.00

Descriptors—Educational Economics, *Educational History, *Educational Programs, Inservice Teacher Education, Political Influences, Student Motivation, *Teacher Education, *Teacher Education Curriculum, Teacher Salaries, Teachers Colleges

Identifiers—*Peru, Teachers College (Columbia University), UNESCO

This paper examines the organization, major functions, and general characteristics of Peruvian teacher education programs, as well as some recent attempts to effect qualitative changes in these and in teacher inservice education programs, which point the way to a more rational and modern normal-school system. The first normal schools, established in the 1820's, continued the social divisions of the colonial period, and true public education did not develop until after 1850. Teachers were prepared in convents and religious institutions until the government took control of education in the 1930's. The urban and rural poor received little or no education until after 1950. The existing teacher education programs are uneven in quality, conservative, and concerned with the transmittal of a fixed body of knowledge. Many of the students in the 152 schools are motivated by a desire for status and titles rather than a desire to teach. Current reform programs seek to change the normal school curriculum from 3 to 4 years, to use a new process for the systematic, objective evaluation of student performance, to assign semester units of credit to all courses, and to close marginal, substandard institutions. Teams from UNESCO and Teachers College, Columbia University, are helping to implement these reforms. Difficulties have also arisen in finding the money to provide higher salaries promised under salary legislation (the 15215 law). (MBM)

ED 043 577 SP 004 206

Overly, Norman V., Ed.

The Unstudied Curriculum: Its Impact on Children.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 70

Note—141p.; Papers presented at the 3rd annual Elementary Conference, Washington, D.C. Jan. 8-11, 1969

Available from—Assoc. for Supervision and Curriculum Development, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($2.75)

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—*Affective Behavior, *Elementary School Curriculum, School Environment, *Student Development

This booklet contains six papers which focus on the affective or internalized part of the curriculum--alterations in attitudes, motives, values, and other psychological states related to the experience a child has in the classroom. "The Consequences of Schooling" by Philip W. Jackson deals with such nonacademic consequences as evaluative orientations and a student's awareness of his collective competencies. "The Curriculum as Educational Process: The Middle Class Against Itself" by Edgar Z. Friedenberg describes the school as an instrument of the middle class as a source of alienation. "The Impact of School Philosophy and Practice on Child Development" by Barbara Biber and Patricia Minuchin reports a research study that assessed the impact of traditional and modern styles of education on the psychological development of children. "Teacher Expectations and Pupil Learning" by Robert Rosenthal examines the proposition that a teacher's expectations about his pupils' performance can come to serve as a significant determinant of the performance. "Schooling and Authority: Comments on the Unstudied Curriculum" by Robert Dreeben is a theoretical discussion of the relevance of schooling to the development of capacities that enable people to participate in relationships of authority as adults. "The Moral Atmosphere of the School" by Lawrence Kohlberg discusses the hidden curriculum and moral education including the growth of moral character. (JS)

ED 043 578 SP 004 208

Thompson, John And Others

Implementation of the Teacher and His Staff Concept Project. Research Report No. 3, 1969-70 Project Year. Final Evaluation Report.

North Dakota Univ., Grand Forks. Coll. of Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 70

Note—112p.

EDRS Price MF-$0.50 HC-$5.70

Descriptors—Attitude Tests, Cost Effectiveness, Differentiated Staffs, Elementary School Teachers, *Teacher Aides, Teacher Attitudes, Teacher Characteristics

Identifiers—Elementary and Secondary Education Act, ESEA, ESEA Title III, TAAI, Teacher Aide Attitude Inventory.

A major objective of the final evaluation (third year, 1969-70) of the Grand Forks, N.D., ESEA Title III project was to test the effects of aides groups not intimately connected with teaching through survey of parents' opinions and attitudes of student teachers in classes where aides served. In addition to this, the cost utility study was expanded to include input from school board members and negotiation teams who rated the utility value of various aide tasks. Final efforts to validate the Teacher Aide Attitude Inventory (TAAI) included input from teachers not connected with the Grand Forks school system. (The attempt was to create an instrument to be used by schools contemplating an aide program to discriminate between attitudes of teachers toward aides.) A comparison of perceptions of aides and teachers in Grand Forks on an Activity Sheet developed for evaluation of ten other teacher aide projects was carried out; it included evaluation of the compatibility between Grand Forks aides and teachers as well as contrast of responses on the Grand Forks project with those in similar projects throughout the U.S. Also, some aides participated in a study to determine whether there are valid predictors of aide success for use in hiring. (Included are explanation of procedures and summary of findings, the final version of the TAAI along with the other measurement instruments, and brief summaries of the 1967-68 evaluation and the 1968-69 evaluation (ED 035 580). (JS)

ED 043 579 SP 004 209

Carr, William G. Carr, Elizabeth

The White Revolution in Iranian Education.

World Confederation of Organizations of the Teaching Profession, Washington, D.C.

Pub Date Jan 70

Note—18p.

EDRS Price MF-$0.25 HC-$1.00

Descriptors—Adult Basic Education, Educational Innovation, Literacy Classes, *Literacy Education, Military Personnel, *National Programs, Part Time Teachers, Rural Education, Teacher Recruitment

Identifiers—Army of Knowledge, *Iran, National Committee on Literacy

During a 16-day examination of recent innovations in Iranian education, two institutions were most closely examined: 1) The Army of Knowledge was created in 1962 as a crash program concentrating mainly on the elementary and secondary education of rural and village children where the population is dispersed, living standards low, and four out of five adults illiterate. Conscripted men who are secondary school graduates but have not entered the university may enter the Army of Knowledge for four months basic military and pedagogical training before being sent to a village for 14 months of teaching and community activities; then if they volunteer to become regular teachers they receive four months teachers college training and often return to the same village. 2) The National Committee on Literacy concentrates on teaching adults in towns and cities. The part-time teachers, secondary school graduates drawn from a variety of occupations, take a course (twenty-two 2-hour lessons) in the method of teaching adults to read, write, and do simple arithmetic. Then the teacher recruits his own sutdents (20-40) and is paid partly on the basis of how well they do on examinations at the end of two 6-month courses. The national illiteracy rate has been lowered since 1963 from 80 percent to 50 percent. (Administration of the two programs is briefly described. Included are notes on the "White Revolution," the general economic and social change movement, and on the authors' itinerary and other projects visited.) (JS)

ED 043 580 24 SP 004 223

Instructional Materials on the Educational Resources Information Center (ERIC). Part Two. Information Sheets on ERIC.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-8-0490
Pub Date 70
Contract—OEC-0-8-080490-3706(010)
Note—51p.
EDRS Price MF-$0.25 HC-$2.65
Descriptors—*Educational Resources, *Indexes (Locaters), Information Centers, Information Retrieval, Thesauri
Identifiers—*Educational Resources Information Center, ERIC
This set of information sheets on the Educational Resources Information Center (ERIC) is designed for use by persons responsible for instructing potential ERIC users and contributors. Adaptable for reproduction as overhead projection transparencies, the sheets are classified in two dimensions to provide for greater flexibility. The set of 50 sheets includes seven subsets, each on a different subject: 1) The "Thesaurus of ERIC Descriptors" (ERIC's "dictionary" for use in translating questions into ERIC terms and locating those terms and document titles in ERIC subject indexes)--10 sheets. 2) "Research in Education" (RIE, the monthly abstract journal of some documents as research reports, program descriptions, reviews, bibliographies, etc.)--15 sheets. 3) "Current Index to Journals in Education" (CIJE, a monthly index to over 500 periodicals)--9 sheets. 4) Special ERIC Indexes (in five different areas)--6 sheets. 5) Microfiche and Hard Copy (availability of documents)--2 sheets. 6) Contributing to ERIC (how to send documents)--5 sheets. 7) ERIC Clearinghouses (21 in different subject areas)--3 sheets. The sheets are also classified according to depth of treatment and are color coded for that purpose: 16 pink sheets for an overview of each subset; 29 blue sheets which may be added for more detail on each subject; and 5 yellow sheets for even greater detail on the Thesaurus and RIE subsets. (JS)

ED 043 581 SP 004 257
Poliakoff, Lorraine, Comp.
Preparing School Personnel: Early Childhood Education.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.
Pub Date Sep 70
Contract—OEC-0-8-080490-3706(010)
Note—12p.
Available from—ERIC Clearinghouse on Teacher Education, Number One Dupont Circle, N.W., Washington, D.C. 20036 (Limited supply free)
EDRS Price MF-$0.25 HC-$0.70
Descriptors—*Bibliographies, *Early Childhood Education, Inservice Teacher Education, Kindergarten, *Paraprofessional School Personnel, Preschool Curriculum, *Preschool Education, Preschool Teachers, Preservice Education, Teacher Aides, *Teacher Education
This bibliography contains 25 citations of published and unpublished documents ranging in date from 1964 through 1969 on "the means and methods by which school personnel are prepared to work with preschool age children in such settings as Head Start programs and nursery and kindergarten classes." Citations are subsumed under three headings: 1) Early Childhood Teachers and Their Education; 2) Early Childhood Teacher Aides and Their Education; 3) Young Children and Their Education. All citations represent documents which have been abstracted and indexed by the ERIC Clearinghouse on Teacher Education. Citations include the ERIC descriptors assigned to each document. In addition, a list of the descriptors used in compiling the bibliography is supplied. (RT)

ED 043 582 24 SP 004 259
A Feasibility Study on the Model Elementary Teacher Education Program. Phase II, Vol. I. Final Report.
Massachusetts Univ., Amherst.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0417
Pub Date Jan 70
Contract—OEC-0-9-310417-4040 (010)
Note—338p.; Phase 2, Feasibility Study, CETEM
Available from—Supt. of Doc., Government Printing Office, Washington. D.C. 20402 (HE5.87:M72/2, Vol. 1 & 2, $4.50)
EDRS Price MF-$1.50 HC-$17.00
Descriptors—*Elementary School Teachers, *Feasibility Studies, Flexible Progression, Human Relations, Language Arts, Mathematics, *Models, Performance Criteria, *Preservice Education, Sciences, Social Studies, *Teacher Education
Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models
The first volume of the study contains a 25-page overview of the complete feasibility study (Phase II), including sections on pedagogical feasibility, management feasibility, economic feasibility, simulation modeling, client acceptability, inservice design, evaluation and research, and maintaining relevance of the model for teacher education in the 1970's. The remainder of the document is devoted to a detailed description of the pedagogical feasibility study, which tested through actual use the proficiency modules and instructional alternatives in five curriculum areas: social studies, language arts, scuence, mathematics, and human relations. For each of these areas there is a description of the evaluation procedure used, a listing of performance criteria and instructional alternatives, and a list of equipment required and costs. Questionnaires and other instruments used in the evaluation are included. Central findings of the pedagogical feasibility study are 1) a large number of students are able to pass performance criteria without taking any instructional alternatives; 2) students enjoyed having a variety of instructional alternatives open to them, but often preferred regular classroom work; 3) no differences in achievement appeared between students who took different instructional alternatives. (Volume II of the study is SP 004 260, and a separate summary of Phase II is SP 004 261. Phase I final report is ED 025 490.) (RT)

ED 043 583 24 SP 004 260
A Feasibility Study on the Model Elementary Teacher Education Program, Phase II; Vol. II. Final Report.
Massachusetts Univ., Amherst.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0417
Pub Date Jan 70
Contract—OEC-0-9-310417-4040(010)
Note—291p.; Phase 2, Feasibility Study, CETEM
Available from—Supt. of Docs., Government Printing Office, Washington, D.C. 20402 (HE5.87:M72/2, Vol. 1&2, $4.50)
EDRS Price MF-$1.25 HC-$14.65
Descriptors—Elementary School Teachers, *Feasibility Studies, Inservice Teacher Education, *Models, *Preservice Education, *Program Budgeting, Program Costs, Program Evaluation, Relevance (Education), Simulation, *Teacher Education
Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models
The second volume of the study contains the sections on management feasibility and economic feasibility, which comprise more than two-thirds of the document, and sections on simulation modeling, client acceptability, inservice design, evaluation, and maintaining relevance of the model for teacher education in the 1970's. The section on management feasibility describes the administration arrangements that have been conceived to accomodate the program and the steps that will be taken to implement these arrangements. The section on economic feasibility presents a 5-year budget outline, with breakdowns for each program subsystem. It identifies an optimally feasible number of students, proficiency modules, and instructional alternatives. The section on simulation gives a brief description of the simulation models used and their respective functions, and the section on client acceptability relates the use of several methods to gather opinions on the model--questionnaires, conferences, and the Delphi Technique. The section on inservice design contains the results of a survey made by the Massachusetts Center for the Study of Educational Innovations to assess the inservice needs of Massachusetts teachers. Subsequent sections briefly describe plans for evaluating and continuously updating the model. (Volume I of the study is SP 004 259 and a separate summary is SP 004 261.) (RT)

ED 043 584 24 SP 004 261
Summary: A Feasibility Study on the Model Elementary Teacher Education Program. Phase II, Final Report.
Massachusetts Univ., Amherst.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0417
Pub Date Jan 70
Contract—OEC-0-9-310417-4040-(010)
Note—27p.; Phase 2, Feasibility Study, CETEM
EDRS Price MF-$0.25 HC-$1.45
Descriptors—*Elementary School Teachers, *Feasibility Studies, Flexible Progression, *Models, Performance Criteria, *Preservice Education, *Teacher Education
Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models
This short summary presents an outline of major findings of the feasibility study and makes recommendations for future directions. The study attempted to determine whether the model is pedagogically, administratively, economically, and technically feasible, whether clients whom the program is designed to serve are satisfied with the model, and how the model will update itself to insure relevance to teacher education in the 1970's. Conclusions are that the model is feasible in all respects, that clients are satisfied with it, and that a procedure exists for continuously updating the model. Central findings of the pedagogical feasibility study are 1) a large number of students are able to pass performance criteria without taking any instructional alternatives; 2) students enjoyed having a variety of instructional alternatives open to them, but often preferred regular classroom work; 3) no differences in achievement appeared between students who took different instructional alternatives. An important direction for future study is seen to be the articulation of relationships between curriculum areas. (The complete report of Phase II--Volumes I and II--is SP 004 259 and SP 004 260. Phase I final report is ED025490.) (RT)

ED 043 585 24 SP 004 262
Wisconsin Elementary Teacher Education Project. Volume VI, Feasibility Study: Pricing and Economic Analysis Study. Final Report.
Wisconsin Univ., Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0421
Pub Date Dec 69
Contract—OEC-0-9-590421-4046
Note—186p.; Phase 2, Feasibility Study, CETEM
Available from—Supt. of Docs., Government Printing Office, Washington, D.C. 20402 (Vol VI, HE5.87:w75/v.6, $2.00)
EDRS Price MF-$0.75 HC-$9.40
Descriptors—Cost Effectiveness, Educational Finance, *Educational Planning, Educational Strategies, Financial Policy, *Operations Research, *Program Budgeting, *Program Planning, *Resource Allocations, Salaries, Staff Utilization
Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models
This document is the second volume of the feasibility study report for the Wisconsin Elementary Teacher Education Project. It provides in part 1 data on program, planning and budgeting, including cost figures for preparing students in the present and new programs, marginal expenses, and costs for implementing the program on other campuses. Part 2 is an economic analysis of the project, which attempts to provide an objective view of the whole program. It consists of 1) a cost-effectiveness analysis of selection of media for presentation of sound motion pictures, and of instructional staff requirements; 2) benefit analysis, cost analysis, comparison of benefits and costs, and benefit-cost analysis conclusions; and 3) economic analysis conclusions. There are eight appendixes which provide 1) notes on the pricing of the current program; 2) depreciation and lease costs; 3) calculations of staff salaries; 4) cost of supplies and capital equipment; 5) procedures for calculation of office and instructional space; 6) calculation of cost of office and instructional space; 7) explanation of cost-of-education index; and 8) staff resources required for the operation of the program in 1975-1976. A related document is SP 004 263. (MBM)

ED 043 586 24 SP 004 263

Wisconsin Elementary Teacher Education Project. Volume V. Feasibility Study: Program and Support Systems. Final Report

Wisconsin Univ., Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0421

Pub Date Dec 69

Contract—OEC-0-9-590421-4046

Note—394.; Phase 2, Feasibility Study, CETEM

Available from—Supt. of Docs., Government Printing Office, Washington, D.C. 20402 (Vol. VI, HE5.87:W75/v.6,$2.00)

EDRS Price MF-$1.50 HC-$19.80

Descriptors—*Educational Research, Educational Resources, Effective Teaching, *Elementary School Curriculum, *Feasibility Studies, Inservice Education, Learning Experience, Management Systems, Program Administration, *Program Descriptions, *Program Development

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

Phase 2 of the study of the Wisconsin Elementary Teacher Education Project evaluates the development, operation, and transfer feasibility of the proposed program (ED 036 678). It is organized in four major parts. Part 1 includes the introduction, a description of the total format and statements of individual program elements--communications, mathematics, science, social studies, safety, health, leisure, art, music, physical education, screening, orientation, guidance education, media and technology, educational psychology, educational policy studies, curriculum and instruction, early childhood education, cultural diversity, and special education. Part 2 discusses the benefits to be derived from the program as they related to learning principles, teacher effectiveness, and retention of students and teachers. Part 3 describes the various support systems vital to the development and operation of the program. Assessment, management, faculty inservice education, technological resources, and research facilities are discussed, as well as future planning for teacher education, and the research potential and benefits of the program. A related document is SP 004 262. (MBM)

ED 043 587 SP 004 265

Jones, Elizabeth J.

Preparing Teachers To Involve Parents in Children's Learning. Project Report.

Pacific Oaks Coll., Pasadena, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 70

Note—153p.

EDRS Price MF-$0.75 HC-$7.75

Descriptors—*Disadvantaged Groups, Family Characteristics, *Family Environment, *Home Visits, Minority Groups, *Parent Counseling, *Parent Teacher Cooperation, Program Evaluation, Resource Materials

Identifiers—Head Start

The program objectives were to develop teachers' skills in working with disadvantaged parents to enrich the home learning environment for children, and to develop and test the approaches to be used. Weekly home visits were made by 20 participating teachers who selected the families, and emphasis was placed on supporting innovation by the teachers to work out approaches reflecting the diverse competences and needs of individual teachers and families. The report documents and evaluates the process of staff-teacher and teacher-parent interaction in terms of 1) the kinds of resources, supervision, and support which may be needed by teachers making home visits and 2) the key variables to be taken into account in such a program. A resource center for teacher-visitors and strategies for promoting innovation by teachers are described, based on the premise that teachers who are offered choices among resources are more likely to offer similar choices to families. Characteristics of families and visitors, and the teaching strategies which resulted from their interaction are identified. The nine appendixes include a description of the children's program at Pepper House, also run by Pacific Oaks College, as well as a chronology of the seminars, forms used for data on home visits, reports on spin-off activities, and reports on systematic measures used. (Author/MBM)

ED 043 588 SP 004 266

Study on the Supply of and Demand for Teachers in Primary and Secondary Education.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 17 Nov 69

Note—355p.

Available from—OECD Publication Center, Suite 1207, 1750 Penn. Ave., N.W., Washington, D.C.

Document Not Available from EDRS.

Descriptors—*Educational Trends, Elementary School Teachers, Secondary School Teachers, Staff Utilization, Standards, *Teacher Education, *Teacher Recruitment, *Teacher Supply and Demand, Technical Education, Trade and Industrial Teachers

Identifiers—Austria, Denmark, *Europe, France, Germany, Greece, Italy, Netherlands, Portugal, Sweden, United Kingdom, Yugoslavia

This international survey is the "consolidated report," bringing out problems raised and the means adopted to overcome persistent disequilibrium between the supply and demand for teachers, based on eleven "country studies" describing the situation in selected member countries (Austria, Denmark, France, Germany, Greece, Italy, Netherlands, Portugal, Sweden, the United Kingdom, Yugoslavia) and making use of other types of documents for information on other member countries. The report includes discussion of main questions, interpretation of trends, and conclusions connected with the training, recruitment, and utilization of teachers. Part 1 is a diagnosis of the past (1950-65), present, and future quantitative balance between supply and demand. Part 2, on the basis of the more important questions previously raised, shows the various aspects of teacher recruitment and utilization policy which have been brought out by experience. Part 3, with a view to improving recruitment conditions and increasing the effectiveness of the education supplied, synthesizes the principal changes which have occurred in teacher training (for primary, secondary, and vocational technical teachers). Concluding sections focus on the role of the teaching professions in the development and utilization of highly skilled manpower, utilization of teachers and improving teaching efficiency, and framework of recruitment policy for teaching staff. (JS)

ED 043 589 SP 004 267

Gelfand, Donna M.

A Training Program to Increase the Effectiveness of Personnel Teaching Retarded and Other Behaviorally Disadvantaged Children. Director's Report.

Utah Univ., Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Grant—OEG-0-9-547082-3529(725)

Note—7p.

EDRS Price MF-$0.25 HC-$0.45

Descriptors—Individual Instruction, Paraprofessional School Personnel, Retarded Children, Special Education Teachers, *Teacher Education, *Training Techniques, *Video Tape Recordings

A program was conducted 1) to identify sources of teacher error in administering individual behavior modification programs to behaviorally retarded children, and 2) to develop effective individual and group training programs for a variety of professional and paraprofessional teaching personnel. Analysis of videotapes of teacher performance reveals that both objectives were achieved. Participants were drawn from the staff of a behavior modification training day care center; included were three college student behavioral specialists, eight foster grandparents who were classroom aides, and three mothers who worked as volunteer helpers and were trained to conduct behavioral modification programs with their own children. In phase 1 staff members were videotaped daily as they followed instructions in administering programs designed to teach children simple skills. Tapes were replayed with each teacher immediately following her daily session and appropriate behaviors praised. In Phase 2 (8 weeks of daily 2-hour sessions) foster grandparents were given informal lectures and videotape demonstrations on behavior modification. Later videotapes of their own teaching were replayed for group discussion. In phase 3 mothers read a programed text on social learning; then role playing and videotape demonstrations were used to teach them necessary skills. After instruction in her own child's program, videotapes of the mother's own performance were analyzed after each tutoring session. (JS)

ED 043 590 SP 004 269

Dal Santo, John

Research and Development: A Study of Educational Change in Illinois.

Northern Illinois Univ., De Kalb.

Pub Date 70

Note—103p.

EDRS Price MF-$0.50 HC-$2.60

Descriptors—*Administrator Role, *Chief Administrators, *Educational Change, Educational Innovation, School Districts

Identifiers—Illinois

A study was conducted to determine what a selected group of Illinois school administrators perceive to be the critical factors which facilitate planned educational change. Focus was on the administrator's conception of his role, the development and utilization of innovational practices, and the methods and procedures used in the evaluation and dissemination of information about innovational programs. The literature on processes and procedures of change was reviewed. The 12 school districts selected for study were mentioned most frequently as being innovative in a poll of all Illinois school administrators from districts of 2,000 or more students; they included five high school, four elementary, and three unit districts--eight in Cook county, four in central and southern Illinois. Interviews were conducted with each chief administrator. Responses were analyzed and summarized and the consistent critical factors necessary for education change identified: adequate financial support, a well-trained staff, organized planning, an understanding of human relations, staff commitment favorable to change, adequate physical facilities, an administrative staff which encourages change and staff participation in innovation, awareness of community needs, a planned communication network for disseminating information, a supportive public opinion, and the use of evaluative techniques for continuous program evaluation. (Included are recommendations regarding educational change in Illinois.) (JS)

ED 043 591 SP 004 270

Staff Differentiation. An Annotated Bibliography.

Marin County Superintendent of Schools, San Rafael, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date Jul 70

Note—21p.

EDRS Price MF-$0.25 HC-$1.15

Descriptors—*Annotated Bibliographies, *Differentiated Staffs

This annotated bibliography reviews selected literature focusing on the concept of staff differentiation. Included are 62 items (dated 1966-1970), along with a list of mailing addresses where copies of individual items can be obtained. Also a list of 31 staff differentiation projects receiving financial assistance from the U.S. Office of Education is included. (Author/JS)

ED 043 592 SP 004 271

Selden, David

The State of Our Union

American Federation of Teachers, Washington, D.C.

Pub Date 17 Aug 70

Note—9p.

EDRS Price MF-$0.25 HC-$0.55

Descriptors—Education, Federal Aid, Paraprofessional School Personnel, Southern States, *Teacher Associations, *Teacher Militancy, Teacher Strikes

Identifiers—*American Federation of Teachers: AFT

We have just completed the most successful year in American Federation of Teachers (AFT) history with 20 percent increase in membership and progress in many areas. The year's most significant developments are these: 1) AFT, through participation in the Full Funding Committee coalition, succeeded in winning bigger appropriations for federal aid than ever before. 2) Efforts to include paraprofessionals in the union had

been successful in Philadelphia, New York, and Newark. 3) Since the 1956 expulsion of southern locals which refused to integrate, organizing has been difficult but is now progressing on an integrated basis; situations in Georgia, Tennessee, Texas, New Orleans, and Florida are encouraging. 4) In the fight against anti-teacher injunctions, Hawaii and Pennsylvania have already passed laws allowing teachers to strike under certain circumstances. 5) Union action has exposed and forestalled many such panacea schemes as educational vouchers, performance contracting, and differentiated staffing. I would like to see the Full Funding Committee expanded into a kind of "children's lobby." We continue to be active on the civil rights front. Nothing has come of our efforts toward the uniting of AFT and the National Education Association for teacher unity. Now we must increase the Militancy Fund to support such improvements as our More Effective Schools plan which continues to demonstrate that good teachers with smaller classes and time for planning can educate children despite the problems. This is a summary of a speech delivered by President David Seldon to the membership of the American Federation of Teachers. (JS)

ED 043 593 SP 004 273

Hawley, William B. Vellanti, Joseph T.

Trainers of Teachers of Teachers.

Lansing School District, Mich.; Michigan State Univ., East Lansing.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 70

Grant—OEG-0-9-324146-2165-721

Note—86p.

EDRS Price MF-$0.50 HC-$4.40

Descriptors—*College School Cooperation, Community Involvement, Field Experience Programs, Graduate Students, Professors, *Teacher Educator Education, Teacher Seminars, *Team Training

Identifiers—*Trainers of Teachers of Teachers, TTT

Trainers of Teachers of Teachers (TTT) is primarily concerned with the preservice and inservice development of the trainers of teacher trainersand their students through a new pattern of graduate intern experience in a "school clinic" where representatives of the university, the schools, and the community meet in an urban secondary school complex to learn by means of a systematic analysis of the school environment. An outline of pilot-year activities was developed by the Michigan State University/Lansing School District summer planning committee in an 8-week workshop. A 10-day fall orientation program was conducted for the 34 participants (staff and interns) in the full-time academic year program. The clinic operated by means of three teams (humanities, natural sciences, and social sciences), each including MSU professional fellows, MSU student fellows, a Lansing school teacher, Lansing consultant, and a community representative, associated on a parity basis. Although the seminar focused on developing specific competencies by graduate interns (from understanding urban education problems to developing teacher educator skills), other participants also learned as they cooperated in a variety of activities in the Eastern High and Fattengill Junior High School, e.g., planning and teaching a seventh grade life science course. (Included are lists of major strengths, weaknesses, and recommendations for improvement and a table summary of goals, activities, and results.) (JS)

ED 043 594 SP 004 275

Adelman, Howard S.

Teacher Education and the Disadvantaged: Some Basic Issues and Some Partial Answers.

Spons Agency—California State Dept. of Education, Los Angeles.

Pub Date Aug 70

Note—121p.

EDRS Price MF-$0.50 HC-$6.15

Descriptors—Admission Criteria, Diagnostic Teaching, *Disadvantaged Youth, *Educational Needs, Effective Teaching, Individual Characteristics, *Individualized Instruction, Inservice Teacher Education, *Preservice Education, Program Evaluation, *Teacher Education, Teaching Conditions, Teaching Methods

Intended as a primer for those unfamiliar with teacher education, this monograph discusses general issues and problems related to the recruitment, education, and retention of high-quality educational personnel; the instructional needs of disadvantaged pupils; and basic issues and problems which have arisen specifically with reference to the recruitment, education, and retention of teachers for the disadvantaged. Each section includes a review of related research, relevant examples of current activity and thought, and bibliographic references. An appendix contains four short papers by the author: 1) "Notes on Personalized Classroom Instruction"; 2) "Prediction of School Failure Among the Disadvantaged"; 3) "Notes on the Systematic Evaluation of Teacher Education Programs"; and 4) "The Effective Teacher and Specialist as an Inservice Educator: A Model. (RT)

ED 043 595 SP 004 276

Miller, James Lee

A Comparison of How First Grade Classroom Teachers With and Without Full Time Teacher Aides Utilize Instructional Time and the Effect of Aide Utilization Upon Academic Performance of Children.

Pub Date Sep 70

Note—194p.

EDRS Price MF-$0.75 HC-$9.80

Descriptors—Academic Achievement, *Classroom Observation Techniques, Elementary School Teachers, Grade 1, *Paraprofessional School Personnel, *Reading Achievement, *Teacher Aides, *Teacher Behavior, Teaching Methods

Identifiers—Lee Clark Reading Readiness Test, Metropolitan Achievement Test

This study was designed to compare the utilization of instructional time of first grade classroom teachers with and without full-time teacher aides, to compare the academic performance of children in these two groups, and to examine the relationship between teacher and aide activity. A sub-purpose was the development of an observation instrument to provide a timed record of teacher behavior, and this was found to be valid and reliable. Five research questions were formulated and statistical hypotheses established to answer them. Ten teachers with aides and ten without were studied by trained observers for four 10-minute periods. Pupil achievement was measured by the Lee-Clark Reading Readiness Test at the end. No significant difference was found between the two groups of teachers in clerical activities, routine activities, total group instruction or differentiated instruction. The teachers with aides spent more time in clerical activities and total group instruction. There was no common pattern of aide activity and teacher activity. There was no evidence that the aides provided more instructional time leading to improved pupil performance, although it seemed that teachers with aides were somewhat more successful in improving the achievement of lower level pupils. (Author/MBM)

ED 043 596 SP 004 277

Lawler, Marcella R., Ed.

Strategies for Planned Curricular Innovation.

Pub Date 70

Note—164p.

Available from—Teachers College Press, Teachers College, Columbia University, New York, N.Y. 10027 ($8.95)

Document Not Available from EDRS.

Descriptors—*Adoption (Ideas), *Curriculum Development, Curriculum Evaluation, Diffusion, *Educational Innovation, *Educational Strategies, *Guidelines, Organization, Organizational Climate, Powerstructure, Public Schools, Public School Systems, School Districts

This collection of nine articles--the proceedings of a conference held at Teachers College of Columbia University in 1966--by sociologists, administrators, psychologists, and curriculum specialists discusses in detail the difficulties faced by innovators and suggests various guidelines that can be employed to ease the process of change in the educational environment. The first article gives a historical account of curricular change, while the second deals with components of the curriculum and with organizational health as a factor in innovation. The third article considers the importance of evaluation in the total process of innovation. The fourth article discusses some of the political aspects of innovation. It concentrates on community power structures, and indicates the need for educational leaders to become involved in the political system. The fifth and sixth articles both deal with sociological aspects of curricular innovation--diffusion of innovations and a systems approach. The seventh article identifies specific techniques that have been employed in the development of innovations, while the eighth article points out some historical, economic, and political realities that curriculum innovators should be aware of. The final article summarizes and analyzes the previous articles. (Author/RT)

ED 043 597 SP 004 278

Crockett, Walter H. And Others

Report on TTT Site Visits Conducted in November and December, 1969. An Overview.

Pub Date [69]

Note—21p.

Document Not Available from EDRS.

Descriptors—College Cooperation, College School Cooperation, *Community Involvement, *Educational Innovation, *Interinstitutional Cooperation, *Teacher Education, *Teacher Educator Education

Identifiers—*Trainers of Teacher Trainers Program, TTT Program

The first ten pages of this report give a brief overview of the Trainers of Teacher Trainers (TTT) Program and a description of the organization of the site visits. The remainder of the report summarizes the findings of the visits to 40 TTT projects by forty four-member teams. The four members of each team represent the four groups participating equally in each TTT project--schools of education, arts and sciences personnel, public schools, and the community. The major findings of the site visits were that a majority of the projects had achieved or were working toward equal participation by all four groups. This equal participation was considered to be the most important element of the program by most project directors and consultants, while most project staff gave this objective second priority. Their most important objective was instructional innovation. Considerable variation was found between projects in the type of participants. Some projects concentrated on teachers, others on teacher trainers, and still others on trainers of teacher trainers. The major strengths of the projects, as identified by site visitors, were their promotion of communication between groups and their development of innovative curricula. (SP 004 078 is a related document.) [Not available from EDRS because of poor legibility of original document; available on loan from the Clearinghouse on Teacher Education.] (RT)

ED 043 598 SP 004 288

Farrer, Kenneth Guest, Elizabeth

A Cooperative Instructional Services Program for Improving Educational Personnel to Teach Special Education Students in the Regular Classroom. Director's Final Report.

Utah State Univ., Logan. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 70

Grant—OEG-0-9-547047-3579-725

Note—111p.

EDRS Price MF-$0.50 HC-$5.65

Descriptors—Child Development, Classroom Observation Techniques, Diagnostic Teaching, Educationally Disadvantaged, *Handicapped Students, *Inservice Teacher Education, Laboratory Schools, Practicums, *Regular Class Placement, *Special Education, *Teacher Aides, Teacher Attitudes, Team Teaching

In its first year, this program trained 18 experienced teachers and 36 teacher aides. The program was devised to meet the needs of teachers in areas where handicapped and educationally disadvantaged children are placed in regular classrooms. It was also intended to train adults from disadvantaged groups as teacher aides, thus making use of their special ability to relate to disadvantaged children. The training program involved seminars on the intellectual and emotional development of children, methods of observing and recording behavior, methods of interpreting observation records for evaluation and curriculum planning, use of educational media, and team teaching and planning. An equally important part of the program was practical experience as a member of a team in the laboratory school. Extensive evaluation of the program in-

dicated that participants improved their knowledge of and attitudes toward special education, and their students made significant gains in achievement. Other important evaluation findings were that special students can be educated in regular classrooms if a ratio of 1 to 5 is not exceeded and if enthusiatic and dedicated educational personnel are utilized. (An appendix contains some of the evaluation instruments used, data tables, and lists of staff and participants.) (RT)

ED 043 599 24 SP 004 290

Chan, James Kingsley, Elizabeth

Evaluation Report of Cooperative Urban Teacher Education Program. Fall 1969. Working Paper, Vol. 3 No. 1.

Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2876

Pub Date Mar 70

Contract—OEC-3-7-062876-3070

Note—74p.

EDRS Price MF-$0.50 HC-$3.80

Descriptors—*Course Objectives, *Curriculum Evaluation, Data Analysis, Morale, *Program Evaluation, *Student Attitudes, Student Reaction, *Student Teachers, Teacher Education

This report on the operation of the Cooperative Urban Teacher Education Program (CUTE) for the fall semester 1969 is divided into two parts. Part 1 examines the objective data in terms of the hypotheses: 1) On each of the measures taken during the semester, students participating in the program do not change. 2) On each of the measures taken, there is no difference between students who have experienced the program and comparable students who have not experienced it. The conclusion indicated that the objective data obtained reject some of the null hypotheses, but fail to reject others. This means that if other factors were not operating, the program showed some desired effects. Part 2 examines the logs kept by students to record their reactions in order to determine if program objectives have been met or if curriculum ajustments are needed. The objectives include acceptance by the student of feelings about himself and others, and the maintenance of optimum morale. Conclusions indicate that some of the student teachers were influenced in the direction of the objectives, and the need for certain curriculum improvements were suggested. An appendix provides a description of the data collection devices used and a summary of the data. A related document is SP 004 291. (MBM)

ED 043 600 24 SP 004 291

Lawson, James H. McClernon, Francis M.

Summary of the Cooperative Urban Teacher Education Evaluation, 1968-69. Working Paper, Vol. 2, No. 1.

Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2876

Pub Date Nov 69

Contract—OEC-3-7-062876-3076

Note—56p.

EDRS Price MF-$0.25 HC-$2.90

Descriptors—City Problems, Cooperating Teachers, Data Analysis, Data Collection, Inner City, Microteaching, *Program Evaluation, Program Improvement, *Student Attitudes, *Student Teaching, *Teacher Education, *Urban Education

Identifiers—Cultural Attitude Inventory, mcREL Interaction Analysis, Minnesota Teacher Attitude Inventory, Pensacola Z Scale, Rokeach D Scale, Semantic Differential, Teaching Situation Reaction Test

This second of a series of evaluation reports of the Cooperative Urban Teacher Education (CUTE) program covers 1968-69 and replicates portions of the 1967-68 evaluation, assesses the effects of the program, and provides recommendations to the program directors. Data were collected in Kansas City, Mo., Oklahoma City, Okla., and Wichita, Kansas, three times during the 16-week program. The instruments and data-gathering devices used were the McREL Interaction Analysis, the Rokeach D-Scale, Teaching Situation Reaction Test, the Minnesota Teacher Attitude Inventory, the Pensacola Z-scale, the Cultural Attitude Inventory, and the Semantic Differential. Students also maintained logs to record their emotional feelings resulting from the program. After analysis of the data, 15 recommendations were made for improvement of the program, including inter-staff idea exchange, additional opportunities for students to discuss inner-city problems, individual conferences for students, greater involvement of the cooperating teachers, more practice of skills during microteaching sessions, and better understanding of the testing techniques and objectives. Descriptive statistics of test results for all semesters are given in the appendix. A related document is SP 004 290. (MBM)

ED 043 601 24 SP 004 292

Falcon, Luis Nieves

The Teaching Profession in Puerto Rico.

Puerto Rico Univ., Rio Piedras.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-5-0763

Pub Date Sep 70

Contract—OEC-5-10-314

Note—226p.

EDRS Price MF-$1.00 HC-$11.40

Descriptors—American Culture, Cultural Differences, Opinions, Professional Recognition, *Public School Teachers, Puerto Rican Culture, *Puerto Ricans, *Teacher Attitudes, *Teacher Background, Teacher Characteristics, Teacher Education, Teacher Participation, Teacher Salaries, *Teaching, Teaching Conditions, Values

The data in this report were collected in 1966 from a representative sample of 600 elementary and secondary public school teachers. The report itself is comprised of five parts. The first one concerns the life style of public school teachers. It includes a description of their residential and economic conditions, and their cultural background. The second part pertains to teachers' ideology. It describes the values of teachers and their degree of tolerance toward the discussion of controversial issues in the classroom. The third section also deals with the ideology of teachers, but with reference to their attitudes regarding education and social changes in Puerto Rico. The fourth chapter of the report describes the attitudes of public school teachers toward the United States and North Americans. The last part of the report deals with professional aspects of teaching. It discusses teachers' attitudes toward their college preparation, their recommendations to teacher training institutions, their opinions about teacher participations, and their suggestions for improving the profession. The most salient findings about the teaching profession which come out of this report are its traditional orientation, its political intolerance and its passive acceptance of the professional development of teachers. (Author/RT)

ED 043 602 24 SP 004 293

Marasciulo, Leonard Anthony

1970 AERA Research Training Program. Final Report.

American Educational Research Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-0259

Pub Date Jun 70

Grant—OEG-0-70-2850

Note—109p.

EDRS Price MF-$0.50 HC-$5.55

Descriptors—*Educational Researchers, *Professional Training, *Research Skills, *Statistical Analysis, Systems Analysis

This report describes the background, selection, planning, conduct, and evaluation of the ten research training presessions, serving 402 educational researchers, conducted by the American Educational Research Association from 26 February to 2 March 1970 prior to its annual meeting in Minneapolis. Topics of the sessions were 1) Survey Research in Education; 2) A Social Systems-Field Studies Paradigm for Research on Organizational and Administrative Phenomena in Education; 3) Systems Techniques in Counselor Education and Counseling Program Research; 4) Research and the Development of Instructional Theory; 5) Applied Linear Regression Analysis in Educational Research; 6) Human Behavior Genetics and Its Implications for Educational and Behavioral Research; 7) A Systems Approach to Instructional Research and Design; 8) Person-Free Item Calibration and the Item-Free Person Measurement; 9) Multivariate Statistical Analysis in Educational Research; 10) Powerful Statistical Techniques for Qualitative as well as Quantitative Variables. Detailed descriptions for each session comprise the major portion of the report. Evaluation results indicated that although some participants were dissatisfied with the physical setting of the sessions, the vast majority rated very high the content and instruction of the sessions. (RT)

TE

ED 043 603 TE 001 247

Donelson, Kenneth L.

Some Responsibilities of the English Teacher Facing Censorship.

Arizona English Teachers Association, Tempe.

Pub Date Feb 69

Note—10p.; "Arizona English Bulletin," February, 1969, entitled "Censorship and the English Teacher" is distributed by NCTE, 508 S. Sixth St., Champaign (Stock No. 17154R, $1.25)

Journal Cit—Arizona English Bulletin; v11 n2 p13-22 Feb 1969

EDRS Price MF-$0.25 HC-$0.60

Descriptors—Academic Freedom, *Censorship, Community Support, *English Departments, Literature, *School Community Relationship, *Teacher Responsibility

The "inevitable and ubiquitous nature of censorship" forces teachers of literature to accept seven responsibilities: (1) to know literature of all types and all periods extremely well and to know what constitutes literary merit and adolescent appeal in any work; (2) to understand the implications of arguments for and against censorship; (3) to build an English department capable of fighting censorship through both discussion of works likely to be attacked and implementation of a formal policy for handling any attempted censorship; (4) to prepare a rationale and defense for any work to be taught in any class by any teacher; (5) to communicate to the public and to students what is going on in English class and why it is going on; (6) to woo actively community supporters of academic freedom and to gain support before censorship strikes; and (7) to recognize that the censor may sometimes have a legitimate complaint and to recognize that not all English teachers are defensible, either for what they teach or for how they teach it. (Author/MF)

ED 043 604 TE 001 905

Bitzer, Lloyd F.

The Rhetorical Situation.

Pennsylvania State Univ., University Park.

Pub Date 68

Note—14p.

Available from—Pennsylvania State University Press, University Park, Pa. 16802 ($0.50)

Journal Cit—Philosophy & Rhetoric; v1 n1 p1-14 W 1968

Document Not Available from EDRS.

Descriptors—Audiences, Cultural Context, Humanities, *Persuasive Discourse, *Philosophy, Public Speaking, *Rhetoric, *Speech

A rhetorical work functions to produce action in the world and is controlled by the rhetorical situation which generates it. This rhetorical situation is comprised of any combination of persons, events, objects, and relations which requires rhetorical response. The three major constituents of any rhetorical situation are exigence, a condition calling for action which should function as the organizing principle of the discourse; audience, which consists of those persons capable of bringing about change; and constraints, those elements inherent in the situation or developed by the speaker which constrain the decision or modify the exigences. Rhetorical situation prescribes the type, structure, complexity, and appropriateness of the rhetorical response--e.g., the death of President Kennedy prescribed the type of rhetorical responses which followed. Rhetoric, therefore, is justified as a discipline in that it provides the traditions, concepts, principles, and procedures which, when applied to rhetorical situations, can effect significant changes in the real world. (JM)

ED 043 605 TE 001 977
Oettle, Sylvia
Language Arts Programs for Disadvantaged Children in Secondary Schools.
New Jersey Association of Teachers of English, Newark.
Pub Date Apr 69
Note—21p.
Available from—New Jersey Assn. of Teachers of English, Newark College of Engineering, High Street, Newark, N.J. 07102 ($1.00, prepaid)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—Critical Thinking, Culturally Disadvantaged, *Disadvantaged Youth, Field Experience Programs, *Instructional Materials, *Language Arts, Listening Skills, Logical Thinking, Oral Reading, Secondary Education, Silent Reading, *Teacher Education, Teaching Techniques, Verbal Communication, Visual Perception, Writing Skills
To meet the sociological, psychological, and linguistic needs of disadvantaged children in teaching the language arts, both special teacher preparation--involving field experiences and mastery of the subject matter as well as teaching strategies--and effective language programs are necessary. Various teaching methods and materials have met with adequate success in stimulating these children to listen, to increase their visual perception, to verbalize, to read orally and silently, to think logically and critically, and to write. (A brief bibliography is provided.) (JMC)

ED 043 606 TE 001 982
Rodgers, Mary Columbro
Research Memorandum on Minilessons: Planning and Analyzing Multicomponent English Lessons.
Pub Date Apr 70
Note—25p.; Paper presented to the Conference on English Education, Des Moines, Iowa, April 1970
EDRS Price MF-$0.25 HC-$1.35
Descriptors—Course Organization, Effective Teaching, *English Instruction, Evaluation Techniques, Language Arts, *Lesson Plans, *Microteaching, Practicum Supervision, Protocol Materials, Teacher Education, Teacher Evaluation, Teacher Role, *Teaching Models, Teaching Skills, Teaching Techniques, Unit Plan, Verbal Communication
A specific scheme is provided for the teacher trainee, the experienced teacher, and the supervisor to assist in organizing and evaluating multicomponent English lessons. Based on the premise that effective instructional moves must be pre-structured and time sequences left flexible, 12 specific lesson/teaching strategies are offered to extend the author's theory that lessons should be sufficiently standard to be applied to all English instruction from kindergarten through graduate study and yet flexible enough to improve the instructional efficiency and judgment of the individual language arts teacher (See ED 030 639). These 12 "minilessons" are designated as development, review, drill, test, individual and group research, independent study, guided reading, practice, discussion, enrichment, culmination, and procedural, with each lesson option containing both information (know-that) and application (know-how) in the same general outline--lead, development, and summary-evaluation. Materials include a list of points to be used in evaluating English teaching performance, a diagram of the relationship of the components of the English curriculum, a selected bibliography of other readings to aid in planning multicomponent lessons and in analyzing teacher behavior. (JB)

ED 043 607 TE 001 983
Bear, Andrew
English and the Mass Media.
Pub Date 69
Note—7p.
Journal Cit—Use of English; v21 n1 p13-19 Autumn 1969
EDRS Price MF-$0.25 HC-$0.45
Descriptors—*Content Analysis, Cultural Images, English Instruction, Film Study, Instructional Materials, *Mass Media, Music, Newspapers, *Reading Material Selection, Secondary Education, Television Curriculum, *Textbook Evaluation
Despite an excess of materials available today on classroom approaches to the mass media, few English teachers have either the training or experience to determine which studies are relevant and worthwhile or how to utilize them in the classroom. A survey of some of this literature, therefore, can help interested teachers make selections appropriate to their needs. In film study, significant both as a medium of mass entertainment and as a major art form, a number of pamphlets, articles, and textbooks contain detailed discussion of aims and methods of film study and lists of films. While only one textbook is currently available on popular music, several essays and articles represent a variety of current points of view on the importance of pop music in the classroom, included as a means of training students in more sophisticated discrimination. Some of the current materials on television, advertising, the press, comics, and popular fiction both demonstrate the close connection between mass media and the teaching of literature and set mass media in its proper social context and in the lives of today's students. (Included are a checklist and an analysis of current essays, journal articles, textbooks, and books, largely British, on various aspects of the mass media.) (DD)

ED 043 608 TE 001 987
Kreis, Clara And Others
Exploring and Using Dialects, Junior and Senior High School Levels.
Project Impact, Council Bluffs, Iowa.
Pub Date Jun 69
Note—84p.
Available from—Project IMPACT, 207 Scott St., Council Bluffs, Iowa 51501 ($1.00)
Document Not Available from EDRS.
Descriptors—*American English, *Curriculum Guides, *Dialects, Indo European Languages, Instructional Materials, Language Styles, Language Usage, Literature, *Regional Dialects, Secondary Education, *Social Dialects, Teaching Techniques
To clarify the role of dialect in the ever-changing English language and to demonstrate its relationship to efficient communication, this curriculum guide has been organized around an outline which includes the examination of such topics as exploration of regional dialects, geography of pronunciation differences, geographic and regional assessment of differences in expression, assessment of student bias through word association and written expressions of feeling, the prestige factors in certain dialects, occupational jargon, and teenage dialect and an interpretation of its terms. Using illustrative examples from "Discovering American Dialects" by Roger Shuy and "Dialects USA" by Jean Malmstrom and Annabel Ashley, such topics as linguistic geography, language history, levels of usage, and dialect literature are presented. Materials include definitions of linguistic terms; a personal data sheet used in linguistic field work; lists of regional expressions; and graphs, diagrams, and maps containing language and dialect information. (JM)

ED 043 609 TE 001 992
Hundhausen, David
How to Succeed in Production Without Really Spending.
Wisconsin Council of Teachers of English.
Pub Date Jan 70
Note—6p.
Journal Cit—Wisconsin English Journal; v12 n2 p31-36 Jan 1970
EDRS Price MF-$0.25 HC-$0.40
Descriptors—Acting, Clothing Design, *Dramatics, *Educational Objectives, Lighting, *Production Techniques, School Activities, Secondary Education, *Theater Arts
The high-school drama teacher's choice of plays, emphasis on spectacle, and overemphasis on competition reflect the commercial influence of Broadway, together with a desire for good public relations with the school community. Teachers often produce plays because they are popular, neglecting good innovative and experimental works in favor of musical comedies, and spending time building elaborate sets instead of helping their students understand the theater as art. To counteract this commercial influence, teachers can select plays that focus on characterization and can adopt a minimal staging approach (e.g., building sets only from a standard collection of platforms, cubes, and rectangles). (DD)

ED 043 610 TE 001 993
Hobgood, Burnet M.
The Status of Theatre Education: Five Problems.
Pub Date 68
Note—19p.; Speech delivered at the annual convention of the American Educational Theatre Association, August, 1968, Los Angeles
EDRS Price MF-$0.25 HC-$1.05
Descriptors—Creative Development, *Curriculum Development, Drama, Educational Facilities, *Educational Objectives, Educational Programs, Laboratory Training, Research, Self Actualization, Student Development, Teacher Experience, Teacher Qualifications, *Theater Arts
In order that theatre education may contribute significantly to theatre art and to society, five problems must be examined: (1) the qualifications of individual instructors and the quality of theatre programs; (2) the need for a good laboratory program "to teach theatre and let theatre teach," with play production serving only as an extension of the educational process; (3) the identification of theatre as a unique art demanding study suited to it (one result being a revitalized understanding of theatre research); (4) the development of a student-centered program whereby the pupil achieves disciplined creativity by progressing through four stages--initiatory, formative, productive, and creative; and (5) the promotion of the concept that theatre education is a necessary part of a complete education for the child, the adolescent, and the young adult. (JMC)

ED 043 611 TE 002 024
Andersen, Charlotte Swanson, Steven
Striving for Solid Success in Scintillating Sensitive Scientific Sight and Sound: Television Unit.
Project Impact, Council Bluffs, Iowa.
Pub Date 69
Note—91p.
Available from—Project Impact, 207 Scott St., Council Bluffs, Iowa 51501 ($1.00)
Document Not Available from EDRS.
Descriptors—Content Analysis, *Evaluation Criteria, Evaluation Techniques, *Mass Media, Secondary Education, *Teaching Guides, *Television Viewing
This 5 to 9 week unit on television is designed to help secondary students develop discrimination in choice of programs, put televiewing in its proper perspective among their daily activities, and communicate their reactions to stations and producers. Discussion questions, teacher background information, lists of television terms and hand signals, forms for student evaluations of TV programs, and numerous suggested activities, with emphasis on listening, speaking, writing, and reading, are offered. Subjects covered are personality, comedy, family, western, and cops and robbers shows; news, weather, and sports; serials; movies (science fiction, horror, and prime-time movies); game and cartoon programs; and commercials (the form of the commercial script and commonly used propaganda techniques). A bibliography, with periodicals, films, and records for both teachers and students, is also included. (DD)

ED 043 612 TE 002 028
Buys, William E. And Others
Speech Communication in the High School Curriculum.
Speech Association of America, New York, N.Y.
Pub Date Nov 68
Note—21p.
Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 ($0.35, prepaid; 10 or more, $0.30)
Journal Cit—Speech Teacher; v17 n4 p297-317 Nov 1968
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Communication (Thought Transfer), *Curriculum Design, Curriculum Development, Educational Objectives, *Information Theory, Interpersonal Relationship, Learning Theories, Program Planning, Secondary Education, Self Concept, Speaking Activities, *Speech Curriculum, *Speech Education, Speech Instruction, Thought Processes
This article, written for speech educators, explores some of the concepts of communication theory as they relate to teaching speech communication in the high school. Suggestions for curriculum study, change, and development are given in (1) a rationale for a communication theory approach to high school speech, (2) a description of the learning-teaching environment which is compatible with communication theory and what is known about learning, (3) a description of the intra-personal and inter-personal func-

tions of human communication and the problems deriving from those functions, (4) an outline of suggested learning experiences for speech communication curricula, and (5) a topical bibliography for teachers of speech communication. (Author/JM)

ED 043 613 TE 002 031

Aly, Bower

Rhetoric: Its Natural Enemies.

Speech Association of America, New York, N.Y.

Pub Date Jan 68

Note—10p.

Journal Cit—Speech Teacher; v17 n1 p1-10 Jan 1968

EDRS Price MF-$0.25 HC-$0.60

Descriptors—Aristotelian Criticism, Communication (Thought Transfer), Communications, Demonstrations (Civil), History, *Persuasive Discourse, Philosophy, Propaganda, *Rhetoric, *Speech, Verbal Communication

Every art and discipline must accept competition as a natural condition of life growing from the variant interests and aptitudes of different kinds of men. This competition may lead to the identification of "natural enemies" and, for the discipline of rhetoric, some of these are (1) the business man, who debases rhetoric by using fear and false promises to gain success, (2) the historian, who regards speeches as appearances which obscure reality or as storehouses from which information can be drawn, (3) the literarian, who either relegates rhetoric to a second class position, or confuses it with stylistics, (4) the communicologist, who frequently mistakes the part for the whole and attempts to provide statistical formulas for explaining rhetoric, and (5) the rhetorician, who either concerns himself with the "witness" rhetoric of demonstration or dehumanizes the art in his pendantic concern with its elements. Recently, one ancient enemy--philosophy--has been aligned with rhetoric in the publication of a new journal "Philosophy and Rhetoric," devoted to the scholarly trusts held in common by both disciplines. (JM)

ED 043 614 TE 002 032

Reid, Loren

The Discipline of Speech.

Speech Association of America, New York, N.Y.

Pub Date Jan 67

Note—10p.

Journal Cit—Speech Teacher; v16 n1 p1-10 Jan 1967

EDRS Price MF-$0.25 HC-$0.60

Descriptors—*Communication (Thought Transfer), *History, *Intellectual Disciplines, Professional Associations, Rhetoric, *Speech, *Speech Education

In spite of the diversity of subjects subsumed under the generic term speech, all areas of this discipline are based on oral communication with its essential elements--voice, action, thought, and language. Speech may be viewed as a community of persons with a common tradition participating in a common dialog, described in part by the memberships and activities of its learned societies. Speech as a separate discipline evolves from (1) the informal rhetorical theories of the Egyptians (2900 B.C.), (2) the systematic treatises of Aristotle, Cicero, Quintilian, and Augustine, (3) the 18th century concern for communication in a parliamentary society, (4) the 19th century interest in language and style, and (5) the 20th century need for a clear, precise system of communication based upon research using such modes of inquiry as description, experimentation, and historical or rhetorical analysis and synthesis. Since the act or process of communication (an essential function of mankind) is the domain of the discipline of speech, and is a necessary element in most intellectual and scientific disciplines, the practitioners of speech must construct relevant programs which provide links between theoretical principles and effective practices. (JM)

ED 043 615 TE 002 037

Oberle, Marcella Eileen

A Critical Study of the Speech Content in High School English Non-Literature Textbooks.

Pub Date 65

Note—427p.; Ph.D. Dissertation, Northwestern University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 66-2735, MFilm $5.45, Xerography $19.35)

Document Not Available from EDRS.

Descriptors—*Content Analysis, *English Education, Oral Communication, Rating Scales, Secondary Education, *Speech Education, Speech Skills, *Textbook Content, *Textbook Evaluation, Textbook Standards

The amounts and kinds of speech information in high school English non-literature textbooks were examined in 32 textbooks published between 1960 and 1964 to measure the proportion of each book devoted to speech instructional materials and to locate 28 pre-determined speech areas recommended for secondary level speech instruction. Using a Quality Index, the textbooks were judged to be good, fair, or poor. Findings indicated that (1) speech coverage in the textbooks ranged from 2% to 22% of the content, (2) only eight of the 28 recommended areas of speech content appeared in more than half of the textbooks with fewer than half of the texts rated as good, (3) little positive relationship was established between quality ratings and the quantity of speech coverage, and (4) although the importance of oral communication was generally recognized, more accurate coverage was given to speech experiences than to basic speech skills, and distinctions between oral and written expression were not made. This study implies that, judged by textbook content, the field of English does not offer adequate speech instruction at the secondary level. (Author/JM)

ED 043 616 TE 002 041

Hoetker, James

The Limitations and Advantages of Behavioral Objectives in the Arts and Humanities.

National Council of Teachers of English, Champaign, Ill.

Pub Date Nov 69

Note—16p.; Speech given at the NCTE annual convention, November 24, 1969, Washington, D.C.; published as a chapter of "On Writing Behavioral Objectives for English," John Maxwell, ed. pp. 49-59 (Champaign: NCTE, Stock No. 04024, $2.50)

EDRS Price MF-$0.25 HC-$0.90

Descriptors—*Behavioral Objectives, Cognitive Objectives, Creativity, Critical Thinking, *Educational Objectives, Educational Practice, *English Education, General Education, *Humanities Instruction, Teacher Role

The adoption of a behavioralist stance in education--namely, that of the "specificationist" who attempts to strengthen the humanist position by examining the behaviors which educators are trying to shape and by finding the most effective methods of instruction for accomplishing these ultimate goals--can help rid the schools of their worst evils and improve the quality of education. This may be accomplished, first, by examining the behavioral characteristics of the liberally educated adult to see what behaviors should be encouraged in students; and second, by employing the following tentative rules for writing behavioral objectives which are useful in guiding instruction without becoming trivial: (1) write behavioral objectives only for higher level behaviors to avoid triviality, (2) state all behavioral objectives in binary terms--pass or fail, present or absent--thus placing emphasis on the success or failure of the teacher and not on the ranking of students, and (3) define behavioral objectives broadly (e.g., students will cut class less often, fewer students will drop out of school.) (MF)

ED 043 617 TE 002 042

Bibliographies of Research in the Teaching of English.

National Council of Teachers of English, Champaign, Ill.

Pub Date 61

Note—49p.

EDRS Price MF-$0.25 HC-$2.55

Descriptors—Ability Grouping, *Annotated Bibliographies, *Composition (Literary), Grammar, Individualized Reading, Language Arts, Language Skills, Language Usage, Listening, Mass Media, *Reading, *Research Reviews (Publications), Secondary Education, *Teaching Load

This collection of annotated bibliographies covers studies in teaching loads of English teachers, written communication, language skills and usage in written composition, language arts, listening, bases of research in media study, reading, individualized and ability-grouping approaches to reading, achievement in individualized reading, and comparisons of individualized and ability-grouping approaches as to reading achievement. A discussion of some of the complexities involved in determining appropriate teaching loads in English and suggestions for future research on teaching loads are included with the bibliography on English teaching loads. (DD)

ED 043 618 TE 002 043

Guggenheim, Fred And Others

The Evaluation of Programed Spelling. Final Report to the Commissioner of Education for the State of New York.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Research.

Pub Date Jun 64

Note—124p.

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Achievement Tests, Elementary Education, Experimental Programs, Lesson Plans, *Motivation, Program Development, *Programed Instruction, Programed Materials, Programed Texts, *Spelling, *Spelling Instruction, Teacher Education

In preparation for evaluation of programed spelling instruction, a grade 5 spelling program was designed, teachers were given special training, and an educational motivation scale was developed. Of the three subject groups used to carry out the investigation--(1) control, taught by the conventional method; (2) experimental, taught by programed instruction materials; (3) experimental, taught by teachers using a methodology based on principles and techniques derived from programed instruction (programed based teaching)--the programed-based instruction group and the conventional method group did significantly better than the group using the programed text. It appeared that programed instruction in spelling could be used effectively in conjunction with teacher directed instruction. (Appended are the spelling program, lesson plans, spelling achievement tests, the motivation scale, and a record of the pilot study.) [Not available in hard copy due to marginal legibility of original document.] (MF)

ED 043 619 TE 002 045

Howes, Alan B.

Teaching Literature to Adolescents: Plays.

Pub Date 68

Note—181p.

Available from—Scott, Foresman and Company, 1900 E. Lake Ave., Glenview, Ill. 60025 ($1.95)

Document Not Available from EDRS.

Descriptors—Authors, *Characterization (Literature), *Drama, Films, Literary Analysis, Literary Perspective, Secondary Education, Stereotypes, *Student Interests, *Teaching Techniques, Television, Tragedy, Twentieth Century Literature

Identifiers—Miller (Arthur), Serling (Rod)

In this book designed for the high school drama teacher, several commonly-taught plays are used to illustrate (1) ways to use the adolescents' experience with TV to increase their appreciation of other forms of drama, (2) practical means for removing some of the barriers to understanding plays and producing an active response to the world of the play, (3) adolescents' interests--especially in character--and ways to capitalize on these interests, (4) approaches to dramatic form as a means by which the playwright generates audience response, and (5) stereotyping and oversimplification, special difficulties when trying to understand the tragic hero. Materials include suggestions for classroom approaches to specific dramatic concepts, such as visualization and audience response; interviews with Arthur Miller and Rod Serling; and the full texts of 3 plays--Arthur Miller's "Pussycat and the Expert Plumber Who Was a Man," Rod Serling's "Requiem for a Heavyweight," and a Japanese Nōh play, "The Damask Drum." (DD)

ED 043 620 TE 002 046

Rademacher, Jean, Ed. Williams, Mary H., Ed.

Aerospace-Oriented Units for Use in Humanities Classes, Grades 7-12.

Lincoln Public Schools, Nebr.

Report No—DPSC-66-1070

Pub Date 69

Note—70p.

EDRS Price MF-$0.50 HC-$3.60

Descriptors—*Aerospace Technology, *Curriculum Guides, English Instruction, *Humanities Instruction, Mythology, *Science History, *Secondary Education, Social Studies

This curriculum guide, funded under ESEA Title 3, is designed to help students in English and social studies classes develop a global frame of reference and increase their awareness of advances in air and space technology. The history of aerospace technology from the first mythological references to flight to the space exploration of the future is covered in six units, each containing introductory materials, ideas to be developed, background information, suggested activities, and a bibliography: (1) Wings in Mythology, (2) Speculation and Experimentation, (3) Balloons and Airships, (4) Winged Flight Becomes a Reality, (5) The Space Age, and (6) Benefits of Space Exploration. Additional materials include a list of distributors and publishers and lists of books, films, film clips, and records on the subject. (DD)

ED 043 621 TE 002 047

Liston, Barbara

"Researching" with Third- and Fourth-Graders.

Maryland Council of Teachers of English, College Park.

Pub Date 70

Note—3p.

Journal Cit—Maryland English Journal; v8 n2 p26-28 Spr 1970

EDRS Price MF-$0.25 HC-$0.25

Descriptors—*Elementary Education, Evaluation Criteria, Grade 3, Grade 4, *Oral Communication, *Research Projects, Research Skills, *Word Study Skills

In order to instill in children the skills which will be basic to their school experience, words implying a process (such as "hemp," "parasite," and "vanilla") may be "researched" by third and fourth graders through the use of a dictionary, an encyclopedia, a supplementary book on the subject, and an interview with an adult. The child makes a drawing illustrating his understanding of the concepts involved and presents a brief report in class, using careful notes and visual objects. The class and teacher then constructively evaluate the report to determine whether the presentation was orally acceptable, informative, and interesting, and whether it showed adequate research. (MF)

ED 043 622 TE 002 048

Hands, Charles B.

The Levels of "Rappaccini's Daughter."

Maryland Council of Teachers of English, College Park.

Pub Date 70

Note—8p.

Journal Cit—Maryland English Journal; v8 n2 p3-10 Spr 1970

EDRS Price MF-$0.25 HC-$0.50

Descriptors—Ambiguity, *American Literature, Characterization (Literature), Complexity Level, Irony, *Literary Analysis, Moral Values, Nineteenth Century Literature, Secondary Education, *Short Stories, *Symbols (Literary)

Identifiers—Hawthorne (Nathaniel), *Rappaccinis Daughter

Nathaniel Hawthorne's short story "Rappaccini's Daughter" reflects the author's view that inherent in the human dilemma are ambiguous ironies which cannot be resolved. Although Hawthorne (unlike Ralph Waldo Emerson) perceives evil as an extraordinarily potent force, he offers no clear moral solutions in this story, but examines various dimensions of the problem of evil. The story concerns the blighted love of two beautiful "innocents," while the theme raises the question of which is real, appearance or substance, by simultaneously developing a sense of physical voluptuousness and spiritual love. The idyllic garden with its central poisonous shrub and life-nourishing fountain provides a traditional setting for the four characters, each of whom is enmeshed in his own sin. The moral tangle is clarified, but not resolved, when Beatrice is killed by an antidote she takes to rid herself of her "inherited" poison. Each of the three men in the story is guilty of her death, though each has acted in good faith--Rappaccini, because he experiments with human beings to add to his scientific knowledge; Giovanni, because he urges the fatal antidote on Beatrice to perfect her; and Dr. Baglioni, because he eagerly provides the antidote in a fit of professional jealousy for Rappaccini. (DB)

ED 043 623 TE 002 049

Stone, Susan

How the Daffodils Pale.

Maryland Council of Teachers of English, College Park.

Pub Date 70

Note—4p.

Journal Cit—Maryland English Journal; v8 n2 p44-47 Spr 1970

EDRS Price MF-$0.25 HC-$0.30

Descriptors—Creative Writing, *Discussion (Teaching Technique), *Low Ability Students, Lower Middle Class, *Poetry, Secondary Education, Student Interests, Student Motivation, *Teaching Techniques

Poems, of a wide variety, which are carefully selected to serve as springboards for discussion for low ability, lower-middle-class high school students can aid in developing individual student taste and interest in poetry. Viewing poetic devices within specific poems (rather than as isolated phenomena), encouraging student attempts at writing original poetry, and calling upon students to suggest some of the poems to be studied, were a few of the techniques which proved effective in this unit taught at High Point Senior High School, Beltsville, Maryland. (MF)

ED 043 624 TE 002 050

Conlin, Matthew T.

Teaching "Macbeth" as Tragedy.

Connecticut Council of Teachers of English.

Pub Date 70

Note—8p.

Journal Cit—Connecticut English Journal; v2 n2 p10-17 Spr 1970

EDRS Price MF-$0.25 HC-$0.50

Descriptors—Characterization (Literature), Drama, English Literature, Human Dignity, Language Rhythm, Language Styles, *Literary Analysis, *Literary Conventions, Poetry, Renaissance Literature, *Tragedy

Identifiers—*Macbeth

"Macbeth" is best understood by considering five specific elements: (1) the tragic view--a recognition of man's dignity as well as his vulnerability to evil; (2) the tragic plot--the reversals in the plans of Macbeth and Lady Macbeth, the scene of recognition of impending disaster, and Macbeth's continual suffering; (3) the tragic hero--a man (Macbeth) of fundamental goodness whose inherent weakness results from an arrogant sense of self-sufficiency; (4) the tragic language--stately, rhythmical poetry most suitable for the expression of an elevated theme; and (5) the tragic effect--the comprehension by the audience of the forces which propelled Macbeth from greatness to a tragic downfall. (JMC)

ED 043 625 TE 002 051

Harper, Floren

A Readers Theatre in Your Classroom.

Connecticut Council of Teachers of English.

Pub Date 70

Note—6p.

Journal Cit—Connecticut English Journal; v2 n2 p17-22 Spr 1970

EDRS Price MF-$0.25 HC-$0.40

Descriptors—*Class Activities, *Creative Dramatics, Motion, Narration, Oral Communication, Performance, *Readers Theater, Scripts, *Theater Arts

Drawing its materials from any genre, a Readers Theater differs from the usual theatrical presentation in that its action takes place in the reader's mind and is then projected to the audience. The one requirement for "production" is the reader or a group of readers--a stage is unnecessary. On a simple level, it emphasizes placement of readers, use of script, and variations of foci--on-stage, off-stage, or audience focus. A more advanced group can elaborate on the use of voice and body movement, but should still work for simplicity and clarity. (MF)

ED 043 626 TE 002 054

Careers in Speech Communication.

Speech Communication Association, New York, N.Y.

Pub Date [67]

Note—11p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 ($0.15, prepaid; 50 or more, $0.10)

Document Not Available from EDRS.

Descriptors—Audiology, *Careers, Communication (Thought Transfer), Drama, *Education, Films, Financial Support, Interpretive Reading, Job Placement, Linguistics, *Oral Communication, Phonetics, Radio, Rhetoric, *Speech, Speech Education, Speech Pathology, Television, Theater Arts

Brief discussions in this pamphlet suggest educational and career opportunities in the following fields of speech communication: rhetoric, public address, and communication; theatre, drama, and oral interpretation; radio, television, and film; speech pathology and audiology; speech science, phonetics, and linguistics; and speech education. Additional information on financial aid and placement service is included. (JMC)

ED 043 627 TE 002 056

Nelson, Harold E. And Others

Instructional Uses of Videotape: A Symposium.

Speech Communication Association, New York, N.Y.

Pub Date Mar 68

Note—22p.; Reprinted from "Speech Teacher," Vol. 17, No. 2, March 1968

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 ($0.35, 10 or more $0.30, prepaid)

EDRS Price MF-$0.25 HC-$1.20

Descriptors—Audiovisual Aids, *Audiovisual Communication, Closed Circuit Television, *College Instruction, Discussion Experience, Equipment Evaluation, Evaluation Techniques, Group Discussion, Instructional Aids, *Instructional Technology, Public Speaking, Sensitivity Training, *Speech Education, Speech Instruction, Teacher Education, *Video Tape Recordings

This collection of seven articles for the college teacher of speech relates specific ways that videotape has been used in training teachers and in teaching the fundamentals of speech, advanced public speaking, and discussion. Included are articles by (1) Harold E. Nelson, who explains how videotape is used in college speech classes to aid in acquiring speech skills, (2) Samuel Becker, John Bowers, and Bruce Gronbeck, who present the advantages and disadvantages of using videotape to teach group discussion, (3) James W. Gibson, who identifies and evaluates some ways to use videotape in the education of speech teachers, (4) Donovan J. Ochs, who describes an instructional unit on television used in an advanced public speaking course at a large university, (5) R.V.E. Reynolds, who discusses the techniques for utilizing videotape employed by a small college, (6) Adeline G. Hirschfield, who explains a study using videotaped speeches for self-ratings, class-ratings, and ratings by a team of judges, and (7) John H. Pennybacker, who discusses available equipment and sets guidelines for the evaluation of different types and sizes of videotape recorders. (FM)

ED 043 628 TE 002 058

Gilbert, Jack G. And Others

Honors Courses: A Symposium.

Speech Communication Association, New York, N.Y.

Pub Date Sep 68

Note—14p.; Reprinted from "Speech Teacher," v27 n3 September 1968

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 ($0.25, prepaid; 10 or more, $0.20)

EDRS Price MF-$0.25 HC-$0.80

Descriptors—Academic Enrichment, *College Programs, *Gifted, *Honors Classes, Honors Curriculum, Humanities, Interdisciplinary Approach, Secondary Education, Speech, *Speech Education, Speech Instruction

An examination of honors courses in speech education provides the basis for this collection of articles by (1) Jack C. Gilbert, who justifies providing, through college honors courses, "the best education for the best students," (2) Owen Peterson, who explains the organization and taching of a college honors course in the fundamentals of speech, (3) Donald Hill, who discusses some aspects of a 4-year interdisciplinary program in humanitites and theater arts at Muskingum College in Ohio, (4) D. Ray Heisey, who states the emphasis and materials used in a college level course in argumentation, and (5) Freda Kenner, who presents a rationale for an honors course at the high school level and discusses its organization and goals. (JM)

ED 043 629 TE 002 059

Speech Education in the Public Schools.

Speech Association of America, New York, N.Y.

Pub Date Jan 67
Note—4p.; Reprinted from "Speech Teacher," January 1967.
Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (single copies free, quantity prices upon request)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Communication Skills, Curriculum Evaluation, *Curriculum Planning, Early Childhood Education, Educational Planning, Elementary Education, Inservice Teacher Education, *Oral Communication, Secondary Education, Speech, *Speech Education, *Teacher Education, Verbal Ability

Since children who have not acquired proficiency in spoken language are handicapped in school, the development of instructional programs which provide for the systematic acquisition of the skills of oral communication is necessary at all levels. Helping children learn to express and understand ideas, to attain self-realization, to improve social adjustment, and to participate in group action are essential educational objectives for (1) the pre-school, where children often need direct, positive instruction in the basic skills of listening and speaking, (2) the elementary school, where children learn to apply the tools of thinking, speaking, and learning, and (3) the secondary school, where more specialized training in speech is offered. Improvement in the quality and type of instuction of oral communications calls for a reexamination of teacher training practices, personnel placement policies, inservice and institute programs, and curriculum and research projects. (JM)

ED 043 630 TE 002 060
Cortright, Henrietta H. And Others
Criteria to Evaluate Speech I in the Senior High School.
Speech Communication Association, New York, N.Y.
Pub Date Sep 68
Note—8p.; Reprinted from "Speech Teacher," v17 n3 Sep 1968
Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 ($0.25, 10 or more $0.20, prepaid)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors—*Accreditation (Institutions), Course Evaluation, *Evaluation Criteria, Group Discussion, Instructional Materials, Interpretive Reading, *Oral Communication, Program Development, *Secondary Education, Speech, Speech Curriculum, *Speech Education, Speech Skills, Teaching Procedures

To justify the inclusion of speech as a separate subject field at the high school level, specific criteria are presented which can be used by accrediting associations, by speech professors and students in teacher preparation programs, and by teachers in the planning and evaluating of classroom programs in speech. Criteria include (1) 20 general and specific speech objectives for the secondary school student, (2) a definition of the 5 special characteristics of speech, (3) an analysis of the principles essential for effective speech--i.e., thinking, language, use of voice, action, listening, observing, and delivery, (4) the major divisions of speech communication--i.e., formal and informal speech, group discussion, parliamentary procedure, and oral reading, (5) detailed outlines of effective instructional procedures, materials, and activities, and (6) questions used as a basis for program evaluation. (JM)

ED 043 631 TE 002 063
Meeks, Particia And Others
English for an Electronic Age: A Media Ecology Approach, K-12. Curriculum Development Series No. 1-2.
Cherry Creek School District 5, Englewood, Colo.
Pub Date 69
Note—155p.
Available from—Russell Poulton, Cherry Creek Schools, 4700 So. Yosemite St., Englewood, Colo. 80110 ($3.00)
EDRS Price MF-$0.75 HC-$7.85
Descriptors—Communication (Thought Transfer), *Curriculum Guides, Diachronic Linguistics, Elementary Education, *English Curriculum, Evaluation Techniques, *Language Arts, *Mass Media, Secondary Education, Self Concept, Symbolic Language, Teaching Models

This communications curriculum guide is designed to humanize the teaching of English through a "media ecology" approach which means bringing into the classroom the media of the outside world and expanding the traditional content of English instruction to include such studies as movie-making and message-sending via posters. It contains 70 short "lesson models," for grades K-12, written to help the student (1) appreciate his cultural heritage by studying the history and development of his language, (2) perceive and evaluate the power of signs and symbols, (3) communicate perceptively, and (4) gain a realistic perspective toward himself and the world. The models provide statements of purpose, teaching-approach suggestions, discussion questions, and recommended activities, all aimed at a creative student-centered program. Several suggestions for idea-exhausted teachers and an effective means of evaluating student themes are also included. (DD)

ED 043 632 TE 002 069
Thompson, Denys
Point of Growth.
Pub Date 70
Note—7p.
Journal Cit—Use of English; v21 n4 p299-305 Sum 1970
Document Not Available from EDRS.
Descriptors—*Child Development, Childhood Attitudes, Childhood Needs, Composition (Literary), *Creative Writing, *Educational Objectives, *Poetry, *Self Concept, Verbal Communication

Except for books by Caldwell Cook and E. A. G. Lamborn (published between 1912 and 1917), literature recommending poetry writing by school children--pioneered by Marjorie Hourd in 1949--has appeared only within the last 25 years. This literature emphasizes poetry writing as valuable in aiding children to gain both a sense of identity and an apprehension of reality, and in encouraging in children uninhibited verbal expression. (JMC)

ED 043 633 TE 002 073
LaConte, Ronald LaConte, Christine
English English: New Ideas for New Teachers.
New England Association of Teachers of English, Burlington, Vt.
Pub Date Feb 70
Note—5p.
Journal Cit—Leaflet; v69 n1 p18-22 Feb 1970
EDRS Price MF-$0.25 HC-$0.35
Descriptors—Classroom Environment, College Students, *Comparative Education, Cultural Exchange, Discussion (Teaching Technique), *Education Majors, Elementary Education, *English Education, Individualized Instruction, *Student Exchange Programs, Student Projects, *Teacher Education, Teaching Methods, Writing Skills
Identifiers—*England

Since 1968, undergraduate education majors entering their senior year at the University of Connecticut have participated in a 7-week summer program in Great Britain, visiting a wide variety of schools, serving as teacher aides in urban and rural elementary classrooms, partaking in weekly seminars and field trips, and living in the homes of British faculty. (This process is then reversed in the fall when British students participate in a similar program at the University of Connecticut.) The American students, absorbing a loose British classroom structure which centers on discussion, a great deal of free writing, and individual student projects, have found that this experience enriches and broadens their ideas of the possibilities which abound in a student-centered classroom. (MF)

ED 043 634 TE 002 074
Bell, Bernard
Black Literature: What Happens to a Dream Deferred?
New England Association of Teachers of English, Burlington, Vt.
Pub Date Apr 70
Note—8p.
Journal Cit—Leaflet; v69 n2 p3-10 Apr 1970
EDRS Price MF-$0.25 HC-$0.50
Descriptors—African American Studies, American Literature, Authors, Content Analysis, Cultural Factors, *Literary Analysis, Negro Culture, *Negro Literature, *Teaching Techniques

Innovative approaches should be used in introducing black literature to students so that they may develop an awareness of the ethnic pluralism of American society. A variety of sources provides the teacher with literary materials and critical perspectives as background for presenting black literature in any of several ways: (1) a survey of black literary works from colonial times through the Harlem Renaissance to the present; (2) a study of "black classics" (e.g., those by Frederick Douglass, W. E. B. DuBois, J. W. Johnson, Jean Toomer, Richard Wright, Ralph Ellison, and James Baldwin); (3) a unit on the image of black character in American literature; (4) an inquiry into the use of Afroamerican folklore in black literature; (5) an analysis through literature of the Afroamerican life which developed from an African inheritance in a hostile country; and (6) an exploration of the black consciousness of Harlem Renaissance literature and of modern black literature. (JMC)

ED 043 635 TE 002 075
Simon, Eugene E.
A Guide for Teaching the Contributions of the Negro Author to American Literature.
San Diego City Schools, Calif.
Pub Date 68
Note—41p.
EDRS Price MF-$0.25 HC-$2.15
Descriptors—*African American Studies, *American Literature, Authors, Autobiographies, Biographies, *Curriculum Guides, Drama, Essays, Grade 11, Music, Negro Culture, Negro History, *Negro Literature, Novels, Poetry, Short Stories

This curriculum guide for grade 11 was written to provide direction for teachers in helping students understand how Negro literature reflects its historical background, in integrating Black literature into the English curriculum, in teaching students literary structure, and in comparing and contrasting Negro themes with othr themes in American literature. Brief outlines are provided for four literary periods: (1) the cry for freedom (1619-1865), (2) the period of controversy and search for identity (1865-1915), (3) the Negro Renaissance (1915-1940), and (4) the struggle for equality (1915-1968). The section covering the Negro Renaissance provides a discussion of the contributions made during that period in the fields of the short story, the essay, the novel, poetry, drama, biography, and autobiography. A selected bibliography of Negro literature includes works in all these genres as well as works on American Negro music. (DD)

ED 043 636 TE 002 076
Liebman, Arthur
Patterns and Themes in Afro-American Literature.
New York State English Council, Oswego.
Pub Date Feb 70
Note—11p.
Journal Cit—English Record; v20 n3 p2-12 Feb 1970
Document Not Available from EDRS.
Descriptors—*Authors, Autobiographies, Fiction, *Historical Criticism, *Literary Conventions, Literary History, *Motifs, Negro Achievement, *Negro Literature, Poetry

An historical survey of the themes, directions, trends, and artistic techniques of black writers in America provides insight into the works of such artists as Phyllis Wheatley, Paul Lawrence Dunbar, Langston Hughes, Richard Wright, Ralph Ellison, James Baldwin, and LeRoi Jones. (MF)

ED 043 637 TE 002 080
Language Arts in the Elementary School: A Guide for Teachers, Principals, and Supervisors.
Greensboro City Board of Education, N.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—DPSC-67-3407
Pub Date 70
Note—215p.
Available from—Greensboro City Board of Education, Business Office, Drawer 5, Greensboro, N.C. 27402 ($6.00)
Document Not Available from EDRS.
Descriptors—*Class Organization, *Curriculum Guides, Elementary Education, Emotional Development, Grouping (Instructional Purposes), Handwriting Skills, *Individualized Instruction, *Language Arts, Language Experience Approach, Listening, Physical Health,

*Reading Skills, Scheduling, Social Development, Speaking, Writing Skills

This K-6 curriculm guide, developed by the ESEA Title III Model Developmental Reading School at Greensboro, presents an individualized instructional program in listening, speaking, reading, and writing. It covers three main areas of concern: (1) formal and informal procedures for diagnosing physical status, emotional and social growth, and reading potential and skills; (2) suggestions for organizing the classroom and class records, for grouping students (power, skill, and social groups), and for scheduling activities; and (3) lesson plans on listening, speaking, word recognition, writing, spelling, handwriting, and reading comprehension, appreciation, and interpretation. Additional materials include selected bibliographies for the main areas, lists of Newbery and Caldecott Medal Books, lists of poetry books and book illustrators, sources of paperback books, and the Dolch Basic Sight Word Test and List. (DD)

ED 043 638 TE 002 081

The Power of Composition: Thinking, Discussing, Writing; A Guide for Teachers of English, Grades 7-12.

San Mateo County Board of Education, Redwood City, Calif.; Santa Clara County Office of Education, San Jose, Calif.

Pub Date 68

Note—161p.

Available from—County of Santa Clara, Office of Education, 70 West Hedding Street, San Jose, California 95110 ($3.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), *Composition Skills (Literary), Descriptive Writing, Discussion (Teaching Technique), Educational Research, *English Education, Expository Writing, Narration, Paragraphs, *Persuasive Discourse, Propaganda, Secondary Education, Sentences, *Teaching Guides, Writing Exercises

This teaching guide on composition for grades 7-12 has been designed as a supplement to aid in encouraging the student to understand the importance of the spoken and written word. Included are sections on (1) research in grammar and usage, with annotated assessments of more than 50 current studies, (2) sentence structure, with lesson plans on variety, syntax, effective transitions, coherence, and unity, (3) style and choice of words, with an emphasis on vocabulary development, (4) paragraphs and multi-paragraphs, with lesson plans on narrative, descriptive, and expository writing, and (5) evaluation, with a discussion of criteria and methods for grading student papers. An appendix contains such supplementary teaching resources as topics for discussion and writing, and units on propaganda, role playing, and transitional devices. (DD)

ED 043 639 TE 002 083

Roach, Helen

Spoken Records. Third Edition.

Pub Date 70

Note—288p.

Available from—Scarecrow Press, Inc., 52 Liberty St. (P.O. Box 656), Metuchen, New Jersey 08840 ($7.50)

Document Not Available from EDRS.

Descriptors—American Literature, Biblical Literature, Children, *Drama, English Literature, *Historical Reviews, Interpretive Reading, Interviews, Lecture, Oral Expression, Oral Reading, *Phonograph Records, *Poetry, Reference Books, *Speeches, Twentieth Century Literature

Surveying 75 years of accomplishment in the field of spoken recording, this reference work critically evaluates commercially available recordings selected for excellence of execution, literary or historical merit, interest, and entertainment value. Some types of spoken records included are early recording, documentaries, lectures, interviews, speeches, readings by poets and authors, Dickens recordings, horror stories, readings of American literature, children's records, and recordings of modern literature as well as of Greek, Shakespearean and 18th, 19th, and 20th century drama. A discography of 40 outstanding records (suggested for a basic spoken record library) is provided. Appended are human interest and historical background information, as well as addresses of record companies and special publications. (MF)

ED 043 640 TE 002 084

Barnes, T. R.

Poetry Appreciation: Thirteen Modern Poems Discussed.

Pub Date 68

Note—76p.; Published by Faber and Faber, London

Available from—Blackwells, Broad Street, Oxford, England, 7s ($0.84) plus 7 1/2% extra for postage, packing and insurance

Document Not Available from EDRS.

Descriptors—Imagery, Language Rhythm, *Literary Analysis, Literary Conventions, *Poetry, Symbolism, *Twentieth Century Literature

Poetry analysis in this book focuses on the response of the reader to modern poetry so that he may be able to perceive form and life in what at first appear to be unrelated fragments, become accustomed to new rhythmic patterns, and enlarge his experience by reading poetry which reflects the contemporary world. Poems are "Dry Loaf" by Wallace Stevens; "Mundus et Infans" and "On this Island" by W. H. Auden; "A Peasant" by R. S. Thomas; "The Ball Poem" by John Berryman; "Waking in the Blue" by Robert Lowell; "The Witsun Weddings" by Philip Larkin; "On the Move" and "Considering the Snail" by Thom Gunn; and "The Thought-Fox" and "Thrushes" by Ted Hughes. (JMC)

ED 043 641 TE 002 085

Farmer, Robert A.

1000 Ideas for Term Papers in World Literature.

Pub Date 70

Note—144p.

Available from—Arc Publishing Company, Inc., 219 Park Avenue South, New York, N.Y. 10003 ($1.95 paper)

Document Not Available from EDRS.

Descriptors—American Literature, *Assignments, Classical Literature, *Composition Skills (Literary), Drama, English Literature, French Literature, German Literature, *Instructional Materials, Literary Analysis, Novels, Organization, Poetry, *Research Skills, Russian Literature, Secondary Education, Symbols (Literary), *World Literature

This book is designed to help the student plan and present a paper in literature. The first sections deal briefly with the selection of a topic, research sources, steps in the organization and development of the paper, fundamentals of term paper form, and a few general tips on term paper writing. The second section presents more than 1000 suggestions for term paper topics, drawn from the genres of novel, poetry, and drama; graded according to levels of difficulty; and arranged by period from classic to 20th century literature and by country, including English, American, French, German, Russian, and Scandinavian literature. (DD)

ED 043 642 24 TE 002 089

Hogan, Robert *Henley, Nancy*

A Test of the Empathy-Effective Communication Hypothesis.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—RR-84

Bureau No—BR-5-1610-03

Pub Date Oct 70

Grant—OEG-2-7-061610-0207

Note—23p.

EDRS Price MF-$0.25 HC-$1.25

Descriptors—*Codification, *Empathy, Hypothesis Testing, *Oral Communication, Oral Expression, *Role Perception, Verbal Communication

Psychologists and linguists often suggest that empathy or role-taking ability is important in the communication process because it enables a speaker to consider in advance the informational demands of his audience. Despite the vintage of the empathy-effective communication hypothesis, it has never been directly tested. In this study, empathy was measured by an objectively scored empathy scale; the communication process was represented by an encoding-decoding task (using abstract designs) to provide quantitative estimates of encoding and decoding ability. For 42 men and women, the average correlation between empathy and encoding skill was +.60, the correlation between empathy and decoding was +.14. Results from a second study tended to confirm these findings. (Sample designs from the encoding-decoding procedure, four tables of findings, and a list of references are provided.) (Author/JMC)

ED 043 643 TE 002 090

Speech Courses in the Senior High School Program: A Guide for Teachers.

Detroit Public Schools, Mich.

Pub Date 66

Note—219p.

EDRS Price MF-$1.00 HC-$11.05

Descriptors—Acting, Cocurricular Activities, Course Descriptions, *Curriculum Guides, *Debate, *Drama, Educational Objectives, Evaluation Criteria, Instructional Materials, Interviews, *Mass Media, Production Techniques, Publicize, Radio, Research Skills, Rhetoric, Secondary Education, Speeches, *Speech Skills, Television, Theater Arts

This teacher guide to senior high school speech programs includes philosophy, objectives, course outlines, numerous sample materials, suggestions for projects and procedures, bibliographies, listings of suggested films, and evaluation materials for courses in (1) basic speech (e.g., voice and diction; action; rhetoric; advertising psychology; interpretation; and demonstration, persuasion, and impromptu speeches); (2) radio and television (e.g., broadcasting, interviews, and dramatic production); (3) drama (e.g., theatre history, acting, stage lighting, costuming, make-up, and play direction); and (4) debate (e.g., researching, argumentation, briefing, and outlining.) Suggestions for related extracurricular activities include a listing of local (Detroit) contests, festivals, dramatic productions, debates and discussions, and professional organizations. (MF)

ED 043 644 TE 002 091

Phase-Elective English, 1970.

Jefferson County Board of Education, Louisville, Ky.

Pub Date 70

Note—328p.

EDRS Price MF-$1.25 HC-$16.50

Descriptors—American Literature, *Composition (Literary), Creative Writing, Educational Objectives, *Elective Subjects, *English Curriculum, Instructional Materials, *Language Arts, *Literature, Local Color Writing, Mass Media, Poetry, Reading Skills, Social Problems, Teaching Techniques, Theater Arts, World Literature

These 40 elective courses, each phased according to one of five levels of difficulty and each comprising 12 weeks of study (a minimum of three courses being required of every student per academic year), offer an individualized program designed to realistically serve the immediate needs and future objectives of each student. Provided for each course are a brief course description, suggested achievement level needed for the course, general objectives, specific objectives, suggested approaches, course outline, time schedule, supplementary materials, and bibliography. Some areas of study covered are creative writing, vocational English, mass media, theatre arts, reading techniques, folktales and legends, American literature, literature of social protest, poetry, Shakespeare, and modern world literature. Information on book selection and material reevaluation procedures, as well as a sample citizen's request for reevaluation of material, are appended. (MF)

ED 043 645 TE 002 092

Thiess, Carolyn, Ed. *Butler, Donna L., Ed.*

ERIC Documents on the Teaching of English. Volume 4: January-June 1970.

National Council of Teachers of English, Champaign, Ill. ERIC Clearinghouse on the Teaching of English.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 70

Contract—OEC-1-7-070870-5050

Note—77p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 00286, $1.25 prepaid)

EDRS Price MF-$0.50 HC-$3.95

Descriptors—*Bibliographies, Composition (Literary), Dramatics, English (Second Language), *English Curriculum, *English Instruction, Humanities, *Instructional Materials, Integrated Curriculum, Language, Language Research, Linguistics, Listening, Literature, Multimedia Instruction, Oral Expression, Teacher Education, Teaching Conditions, Tenl

The third 6-month supplement to "ERIC Documents on the Teaching of English: 1956-1968" (ED 029 045), this bibliography of 1138 items represents a continuing effort to compile a list of all documents relating to English teaching which have been processed into the ERIC system. It includes articles announced in the January through June 1970 issues of "Current Index to Journals in Education" in addition to documents announced in the January through June 1970 issues of "Research in Education." Availability sources are given for entries, including full ordering information for those documents available from the ERIC Document Reproduction Service. Titles of documents are arranged under 14 subject headings: Teaching Profession; English Instruction: Methods, Theories, Practices; English Curriculum: Theories, Surveys, Guides; Written Expression; Literature; Language: Classroom Instruction; Oral Expression and Listening; Dramatic Arts; Language and Linguistic Research; Teaching English to Speakers of Other Languages; Teaching Standard English to Speakers of Non-Standard Dialects (Social Dialects); Humanities; Study and Use of Multi-Media; and Miscellaneous. An author index is provided. (See ED 033 140 and ED 038 430 for other supplements.) (JMC)

ED 043 646 TE 002 101

Jahn, Janheinz

Neo-African Literature: A History of Black Writing.

Pub Date 68

Note—301p.; Originally published as "Geschichte der neoafrikanischen Literature;" translated by Oliver Coburn and Ursula Lehrburger

Available from—Grove Press, Inc., 80 University Place, New York, N.Y. 10003 ($1.95 paperback)

Document Not Available from EDRS.

Descriptors—African Culture, *African Literature, *Bibliographies, Jazz, *Literary Conventions, Local Color Writing, Negro Culture, *Negro Literature, Nineteenth Century Literature, Oral Expression, Twentieth Century Literature

Chapters in this book classify the literature reflecting the overlap of African and Western cultures according to its content, stylistic features, and patterns of literary expression. Areas covered are (1) early writers of African descent; (2) the African scene--oral, Afro-Arabic, "apprentice" and "protest," and Southern Bantu literatures; (3) the American scene--19th century, "minstrelsy" and voodoo, the Negro spiritual, blues and calypso, the "Negro Renaissance," the "Golden Years"--1920's, the Depression, "indigenism" in Haiti, and "Negrism" in Cuba; and (4) new problems--the Negritude School and modern African literature. A bibliography of primary literature as well as some secondary sources follows each chapter, while an appendix provides information on magazines devoted to Africa's culture and Afro-American literature, and on literary statistics for sub-Saharan Africa, Afro-America, and translations of works into other languages. (JM)

ED 043 647 TE 002 102

Phase-Elective English: An Experimental Program for Grades Eleven and Twelve, East Hardin High School.

Hardin County Board of Education, Elizabethtown, Ky.

Pub Date 70

Note—127p.

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Achievement, American Literature, *Composition (Literary), Creative Writing, Educational Objectives, *Elective Subjects, *English Curriculum, English Literature, Films, Folk Culture, Instructional Materials, *Literature, Local Color Writing, Research Skills, Short Stories, Speech Skills, Teaching Techniques, Theater Arts, World Literature

Course descriptions, achievement levels, objectives, suggested required and supplementary materials, course outlines, time allotments, suggested teaching approaches, film and book lists, and bibliographies for teachers are provided for each of 25 elective English courses which are phased on five levels for high school juniors and seniors. Each course comprises 9 weeks of study with a minimum of four English courses required of each student per year. Subject areas covered include American literature and folklore, English literature, Kentucky literature, speech, composition and creative writing, vocational English, research processes, theatre arts, short stories and great books of world literature, and history of the English language. [Not available in hard copy due to marginal legibility of original document.] (MF)

ED 043 648 TE 002 104

A Non Graded Curriculum for Grades 10-12.

Cuyahoga Falls City School District, Ohio.

Pub Date [66]

Note—21p.

EDRS Price MF-$0.25 HC-$1.15

Descriptors—*Composition Skills (Literary), Course Descriptions, Educational Objectives, *Elective Subjects, *English Curriculum, Evaluation Criteria, Individualized Programs, Language Instruction, *Literature, Reading Skills, Secondary Education, Sequential Learning, *Speech Instruction, Student Interests, Student Placement, Theater Arts

Some objectives of this non-graded elective English program are to individualize language arts instruction, to deepen student interest in and appreciation of literature, to provide more meaningful sequences of courses, and to capitalize on the teaching strengths of the English faculty. Courses are divided into three areas--composition and English usage, reading skills and literature, and speech and dramatics--with special attention given to placement problems and evaluation procedures and criteria. Appended are a brief bibliography, individual descriptions of the 36 semester courses, sample student programs for grades 10 through 12, criteria for evaluation of compositions, and a student attitude rating sheet. (MF)

ED 043 649 24 TE 499 846

Adler, Marvin Stanley

Developing Understanding of Twentieth Century Composition in Junior High School General Music. Final Report.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-B-047

Pub Date Feb 70

Grant—OEG-2-9-420047-1042

Note—62p.

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—*American Culture, Instructional Materials, Junior High School Students, *Modernism, Music Activities, Musical Instruments, Music Appreciation, *Music Education, Music Techniques, Research, *Student Interests, *Teaching Guides

To develop an understanding of major 20th century musical styles and compositional techniques in junior high school general music classes, and to utilize rather than ignore student interest in current music, a sequence for units-of-study was developed and tested over a 2-year period in urban junior high schools. The initial units dealt with what teenagers know musically--rock, pop, soul, electronic music, and jazz. A unit on African and non-Western music followed; the concluding units dealt with early 20th century styles such as Impressionism, Expressionism, Barbarism, Transcendentalism, and Dadaism. The result of the study was an overview and guide for teachers of general music. (Included in the report are background materials and methods used for the study; research findings; a discussion of recent emphases in music education; sample objectives, tests, and activities; and a list of references.) [Not available in hard copy due to marginal legibility of original document.] (MF)

ED 043 650 24 TE 499 847

Lincoln, Harry B.

A Study of Computer Techniques for Music Research. Final Report.

State Univ. of New York, Binghamton.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-B-101

Pub Date 30 Jun 70

Grant—OEG-2-9-420101-1067(010)

Note—13p.

EDRS Price MF-$0.25 HC-$0.75

Descriptors—*Computer Programs, *Data Bases, Data Processing, *Music, Music Theory, *Research

Work in three areas comprised this study of computer use in thematic indexing for music research: (1) acquisition, encoding, and keypunching of data--themes of which now number about 50,000 (primarily 16th Century Italian vocal music) and serve as a test base for program development; (2) development of computer programs to process this data; and (3) development of special computer typography for music printing. It is recommended that work in each of these three areas be continued as desirable and feasible in musicological research. (Appended are lists of papers and articles summarizing work on this project, samples of music typography showing incipits in interval sequence order, and a computer print-out showing composer, title, page, source, genre, and serial number.) (JMC)

ED 043 651 24 TE 499 848

Kyme, George H.

The Value of Aesthetic Judgments in Music in the Assessment of Musicality of Elementary School Children. Final Report.

California Univ., Berkeley.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-I-146

Pub Date Jul 70

Grant—OEG-9-9-140146-0023(057)

Note—83p.

EDRS Price MF-$0.50 HC-$4.25

Descriptors—Cultural Enrichment, *Elementary Education, *Listening Comprehension, Music, *Music Appreciation, *Music Education, Perception, *Testing

A test of musical achievement, the central criterion of which was musical sensitivity as evidenced by the ability to make aesthetic judgments, was empirically validated and field-tested upon elementary school children in the Manhattanville Music Curriculum Program as well as in the California Music Educators Statewide Music Testing Program. The test was comprised of excerpts of compositions by recognized composers and a mutilation of each. Reactions of the Manhattanville children, who received training in creating and experiencing contemporary music, differed from those of their California peers who received other types of musical training. Some of the observations made were that (1) musical children of the same age score similiarly though drawn from divergent programs; (2) Manhattanville subjects were more perceptive than their California counterparts but less likely to agree that the original composition excels its mutilation; and (3) individual differences are greater within samples than between them. (Tables, test items and criteria, and a brief bibliography are provided.) (Author/MF)

ED 043 652 24 TE 499 849

Wendrich, Kenneth A. Palisca, Claude V.

An Approach to Musical Understanding for Secondary School Students. Report of the Yale Music Curriculum Project.

Yale Univ., New Haven, Conn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0209

Pub Date 70

Contract—OEC-6-10-137

Note—259p.

EDRS Price MF-$1.00 HC Not Available from EDRS.

Descriptors—*Analytical Criticism, Audiovisual Aids, Content Analysis, *Curriculum Evaluation, History, *Humanities, Listening Habits, Listening Skills, *Music, Music Activities, Music Appreciation, *Music Education, Music Reading, Secondary Education

Identifiers—*Yale Music Curriculum Project

This report summarizes the work of the Yale Music Curriculum Project, the purpose of which was to develop an academically respectable music literature course to stimulate the listening capacity of the secondary school student through his recognition and analysis of musical genre form. Included are (1) a rationale summarizing the need for such a curriculum, (2) author summaries of the 9 units of the curriculum, each unit analyzing one or 2 major musical works which represent major styles and composers of the music of western civilization from the 18th century to the present and which illustrate a particular genre form--music for the dance, music for the keyboard, chamber music, the symphony, the

concerto, the opera, the oratorio, program music, and American music, (3) an evaluation of the development and application of the curriculum in the classroom, indicating those participating in the project, student and teacher evaluations of the program, and evaluation instruments, and (4) a chronological list of lectures and demonstrations on this project's approach and materials. [Not available in hard copy due to marginal legibility of original document.] (DD)

ED 043 653 TE 500 621

Meserole, Harrison T., Comp.

1969 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures. Volume I: General, English, American, Medieval and Neo-Latin, and Celtic Literatures.

Modern Language Association of America, New York, N.Y.

Pub Date 70

Note—194p.

Available from—Modern Language Association of America, 62 Fifth Ave., New York, N.Y. 10011 ($8.00)

Document Not Available from EDRS.

Descriptors—*American Literature, Authors, *Bibliographic Citations, *Bibliographies, Citation Indexes, Classical Literature, Classification, *English Literature, Information Retrieval, Literary Criticism, Literature, Literature Guides, *Medieval Literature, World Literature

Volume 1 of the 4-volume, international bibliography contains some 9,000 entries referring to books and articles which focus on general, English, American, medieval and neo-Latin, and Celtic literatures. The master list of the nearly 1,500 periodicals from which entries are derived is furnished at the beginning of the volume with a table of abbreviations. A section on general literature and related topics includes subclassifications on: (1) aesthetics, (2) literary criticism and literary theory, (3) general and comparative literature, (4) themes and types, (5) folklore, (6) bibliographical, and (7) miscellaneous works. English literature is classified by century and subject, e.g., material on Australia, Canada, special topics, old and middle English, "Beowulf," Chaucer, Shakespeare, and Milton. Coverage by century of American literature begins with the 17th century and includes separate subject classifications on Hawthorne, Melville, Clemens, Whitman, Faulkner, and Hemingway. Medieval Latin and neo-Latin entries provide another classification. Celtic literatures include bibliography, Breton, Cornish, Gaulish, Irish Gaelic, Manx, Scottish Gaelic, and Welsh categories. A computer-generated index of authors concludes the bibliography. (RL)

TM

ED 043 654 TM 000 048

Chuang, Ying C. Theimer, William C.

The Philadelphia Model for Title I Evaluation.

Philadelphia School District, Pa.

Pub Date Mar 70

Note—14p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March 1970

EDRS Price MF-$0.25 HC-$0.80

Descriptors—Course Evaluation, *Disadvantaged Youth, *Evaluation, *Evaluation Criteria, Evaluation Techniques, Input Output Analysis, *Mathematical Models, *Program Evaluation

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

The problem of educational evaluation, the various types of evaluation, and the different kinds of models of evaluation systems are discussed in some detail. The educational needs of the students, staff, community, and the Philadelphia Title I schools, as agreed by members of the evaluation team, are listed. A taxonomy of Title I evaluation is formulated, and then mathematical formulas for individual project evaluation and overall cost-effect comparison are developed. (DG)

ED 043 655 TM 000 058

Stern, Carolyn Rosenquist, Barbara

The Development of an Instrument to Measure Teacher Attitudes toward Evaluation (TATE).

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jan 70

Note—22p.

EDRS Price MF-$0.25 HC-$1.20

Descriptors—*Attitude Tests, *Changing Attitudes, Disadvantaged Youth, Early Childhood Education, *Evaluation, Intervention, Measurement Instruments, Negative Attitudes, *Rating Scales, Student Teacher Relationship, *Teacher Attitudes, Teacher Education

Identifiers—TATE, *Teacher Attitudes Toward Evaluation

A teacher's attitudes toward a given testing procedure in particular, and evaluation and research procedures in general, may adversely affect the children's performance and consequently the resulting data. The UCLA Head Start Evaluation and Research Center found it necessary to design an instrument which would focus on those attitudes of teachers which relate to the conduct of a comprehensive testing program to investigate fully an intervention procedure designed to foster favorable attitudes toward and increased understanding of the evaluation program. The Fishbein Attitude and Beliefs Scale theories, which hold that an individual's attitude towards any object is a function of his beliefs about that object, were selected as the most appropriate. The Teacher Attitudes Toward Evaluation (TATE) was developed and the pilot test indicated that there was a high positive correlation between the attitude toward the object and the obtained measure of the attitude. Subsequent use of TATE in a field study revealed that in almost all cases increases in knowledge about the research or evaluation in progress were paralleled by increases in favorable attitudes toward various components of evaluation. These changes were significantly greater for a group which received feedback, but this was true only on the items related to the intervention itself. Analysis of the responses to the TATE scales is provided and further use of the instrument in evaluation studies is suggested. (PR)

ED 043 656 TM 000 061

Dynamics of Educational Opportunities: A Report of the EEO Survey.

Dayton City Schools, Ohio.

Pub Date Jun 70

Note—78p.

EDRS Price MF-$0.50 HC-$4.00

Descriptors—Academic Achievement, Educational Needs, *Equal Education, *Integration Effects, Negro Achievement, Negro Students, *Racial Attitudes, School Integration, Student School Relationship, Student Teacher Relationship, *Teacher Attitudes, Teacher Background, Teacher Characteristics, *Teacher Integration

Identifiers—*Civil Rights Act of 1964

This survey included opinions from four groups: 1) EEO Task Force members who had participated in workshops and regular meetings on the elimination of racial isolation in the schools; 2) new teachers assigned in their first year to racially different schools; 3) voluntary transfers (teachers) to such schools; and 4) a random sample of teachers in the system. The 11-page survey instrument called for judgments and responses in these areas, among others: stating the most basic educational need of students in the Dayton schools; suggesting ways of improving staff integration; determining the theoretical value of 14 teaching skills in new situations; self-ratings of performance on the same skills; appraising 21 statements about pupils and their achievement in integrated and in racially isolated schools; giving opinions on 28 statements termed "Dynamics of interaction"; ranking causal factors of unrest in the schools; ranking the important factors in a list of 32, in terms of their interference with learning; identifying key factors to successful achievement in the grade and subject taught. Accompanying the detailed report is a 4-page Research Conspectus which gives an overview of highlights of the report and a copy of the questionnaire. Limitations on the study include a less than 30% return of the voluntary survey forms. (Author/DG)

ED 043 657 TM 000 066

Roberts, Elsa

An Evaluation of Standardized Tests as Tools for the Measurement of Language Development.

Pub Date May 70

Note—17p.

EDRS Price MF-$0.25 HC-$0.95

Descriptors—Kindergarten Children, *Language Development, Language Programs, *Language Tests, Linguistic Patterns, *Measurement Instruments, Measurement Techniques, Nonstandard Dialects, Preschool Children, Program Effectiveness, Reading Comprehension, *Speech Skills, *Standardized Tests, Syntax, Vocabulary Development, Vocabulary Skills, Word Recognition

Identifiers—Illinois Test of Psycholinguistic Abilities, ITPA, Metropolitan Readiness Tests, MRT, Peabody Picture Vocabulary Test, PPVT, Wechsler Preschool and Primary Intelligence Scale, WPPSI

Four tests--PPVT, ITPA, MRT, WPPSI--commonly used to measure language development in young children are evaluated by four criteria: (1) what development aspects do they claim to tap; (2) what do they actually tap; (3) what linguistic knowledge is presupposed; (4) what special problems face a non-standard English speaker. These tests are considered inappropriate because they fail to control question structure, to consider structures and operations the children may not have acquired, to account for dialectical differences, and to test adequately specific aspects of language acquisition. They do, however, measure the assimilation of a particular set of semantic associations and cultural values, and of a particular verbal style. It is suggested that linguistic factors be considered in all tests for young children. More research is necessary on the types of structures and operations acquired by age five and on the nature of cross-dialectal comprehension. Until the results of such research are available scores on standardized tests must be used and interpreted very carefully. (PR)

ED 043 658 TM 000 067

Smith, Stuart E.

Strong Vocational Interest Blank Scores for Junior College Students in Five Curricula.

Alfred Univ., N.Y.

Pub Date Mar 70

Note—18p.; Paper presented at the 1970 American Personnel and Guidance Association Convention, New Orleans, March 1970

EDRS Price MF-$0.25 HC-$1.00

Descriptors—*College Curriculum, College Students, Guidance Counseling, *Interest Scales, Interest Tests, *Junior Colleges, Student Characteristics, *Student Interests, *Vocational Interests

Identifiers—*Strong Vocational Interest Blank, SVIB

An investigation was conducted to determine if students in five junior college curricula could be differentiated by the Strong Vocational Interest Blank (SVIB) scores and if such differentiation could be improved by using several scores in combination rather than single scores separately. The SVIB was administered to 130 students at Alfred Agricultural & Technical School and the resulting means and standard deviations were submitted to analysis. The conventional overlap method of scaling was subsequently compared to the non-conventional multi-scale method to ascertain the latter's differentiating power. However, further studies based on a larger sample are necessary to adequately determine the effectiveness of the multi-scale approach. [Figures 1/4--SVIB Profiles--may not reproduce well due to marginal legibility of the original copy.] (PR)

ED 043 659 TM 000 068

Curtis, Patricia Gelber

Some Ethnic Cognitive Patterns.

Note—18p.

EDRS Price MF-$0.25 HC-$1.00

Descriptors—Abstract Reasoning, Associative Learning, Caucasian Race, Cognitive Ability, Cognitive Development, *Cognitive Measurement, *Cognitive Processes, Comprehension, *Ethnic Grouping, Intellectual Development, Intelligence Quotient, Intelligence Tests, Learning Disabilities, Negro Achievement, Racial Characteristics, *Racial Differences, *Socioeconomic Influences, Socioeconomic Status, Verbal Ability

Identifiers—WAIS, *Wechsler Adult Itelligence Scale

It was hypothesized that there are significant differences in intellectual patterns between black and white populations which can be demonstrated on the Wechsler Adult Intelligence Scale (WAIS). A one-way analysis of variance was performed on the subjects' scores on the WAIS subtests and the Verbal, Peformance and Full Scale

IQ using the ethnic differential as the grouping factor. When the groups were paired by Full Scale IQ, a significant difference was found between space conceptualization (performance on object assembly) and comprehension (performance on verbal tests) with blacks performing at a higher level on the latter. Generally, the research indicated that in whites the ability to abstract, to form new associations, and memory are related and in blacks the abiity to size up a situation, to analyze, and to differentiate essentials from non-essentials are related. (PR)

ED 043 660 TM 000 081

Wimer, J. Melvin Bornstein, Alan V.

The Effects of Verbal Approval and Disapproval Upon the Performance of Third and Fourth Grade Children on Four Subtests of the Wechsler Intelligence Scale for Children.

Pub Date Mar 70

Note—18p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, March 1970

EDRS Price MF-$0.25 HC-$1.00

Descriptors—*Elementary School Students, Grade 3, Grade 4, *Intelligence Tests, Interaction, Negative Reinforcement, Positive Reinforcement, *Rapport, *Reinforcement, Testing, *Verbal Operant Conditioning

Four selected subtests from the WISC, Arithmetic, Digit Span, Picture Arrangement and Block Design, were administered to 111 pupils in the third and fourth grades at Florida State University Elementary School. Social reinforcers, i.e., verbal approval and disapproval, were systematically presented to the examinees after specified items and between the subtests. Data was analyzed to determine different effects on test performance from the treatments and from the examiners. Results suggest that verbal behavior of the examiner can significantly influence the test performance of third and fourth grade boys and girls, particularly those reared in upper middle class families. Replication of this study is suggested t determine whether the results obtained hold true for children representative of the entire population and for children of different age levels. (ES)

ED 043 661 TM 000 084

Carpenter, James L.

Accreditation Evaluation and Institutional Change.

Pub Date Mar 70

Note—17p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minn., March 1970

EDRS Price MF-$0.25 HC-$0.95

Descriptors—Academic Standards, *Accreditation (Institutions), Administrator Attitudes, Change Agents, Committees, Community Attitudes, *Educational Change, *Educational Improvement, *Evaluation Criteria, Northern Schools, Program Effectiveness, School Visitation, *Secondary Schools, Systems Analysis, Teacher Attitudes

Identifiers—North Central Assoc Comm on Secondary Schools

The capacity of the North Central Association Commission on Secondary Schools self-study and team-visit program to effect change in member secondary schools was studied. Change is defined as the rate of implementation of recommendations. As many relevant variables as possible were identified and their interrelationship was investigated. A systems analysis framework was employed to identify and define these variables. They were organized into three categories: recommendation attributes, existing characteristics of schools, and process variables. Data gathered from a representative sample of 57 schools was analyzed. Factor analysis revealed a fourth category of variables, faculty and community attitudes toward and action taken on recommendations. The correlation coefficient achieved (.84) indicated that some of the system of variables related to change as measured by the implementation of recommendations had been determined. The multiple regression equation a allowed an enumeration of the most important variables affecting implementation. The practical implications of this study for the evaluation process are discussed in some detail. (PR)

ED 043 662 TM 000 085

Graff, Robert W. Beggs, Donald L.

The OAIS: A Validity Check.

Pub Date Mar 70

Note—10p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minn., March 1970

EDRS Price MF-$0.25 HC-$0.60

Descriptors—Academic Achievement, Attitude Tests, College Admission, *College Bound Students, College Students, Grade Point Average, Grade Prediction, *Interest Tests, *Personality Tests, *Predictor Variables, Rating Scales, Test Reliability, Tests, *Test Validity

Identifiers—OAIS, *Opinion Attitude and Interest Scale

The Opinion Attitude and Interest Survey (OAIS), a multi-dimensional personality and interest inventory, provides 14 scales which furnish information pertinent to the admission and counseling of college bound students. The validity of the Academic Promise Scales and two of the Psychological Adjustment Scales was investigated, as was the independence of the Achiever Personality (AchP) variables from conventional predictors of college grade point average. The instrument was administered in 3 sessions to 161 female freshmen at a private women's college. The validation criteria employed were first semsester grade point averages and a modified form of Davis' Semantic Differential. Analysis revealed a large degree of non-independence of AchP from the cognitive measures of linguistic and quantitative aptitude of the Scholastic Aptitude Test (SAT) and high school average. Little support is provided for the validity of either the Academic Promise Scales or the Psychological Adjustment Scales relative to prediction. It is concluded that the test is not ready for extensive use. (PR)

ED 043 663 TM 000 088

Crowson, Robert L. Wilbur, Thomas P.

Purposes of the Michigan Assessment of Education.

Pub Date 5 Mar 70

Note—14p.

EDRS Price MF-$0.25 HC-$0.80

Descriptors—Basic Skills, Decision Making, *Educational Equality, Educational Objectives, Educational Opportunities, *Educational Planning, Educational Policy, Educational Practice, Educational Quality, Educational Research, Equal Education, *Evaluation, Human Resources, Performance, Research Design, Research Methodology, *Resource Allocations, State Departments of Education, *State Programs, State Surveys

Identifiers—*Michigan Assessment Program

The Michigan Assessment Program was proposed and designed to provide an improved information base for research and planning. Its assumptions were that education is an important investiment in human welfare, both school and non-school inputs influence educational performance, educational services are inequitably distributed, and resources available for education need to be efficiently allocated. The specific assessment in Michigan involved an immediate determination of school performance in the areas of basic skills and then a further determnation of educational goals and procedures for assessing them. Descriptions of the level of educational performance and its correlates for the state, for geographic regions and types of communities, and for each of Michigan's local school districts are included. While this assessment procedure will not automatically alleviate educational problems, it can assist state decision-makers in providing eqitabe education. (Author/PR)

ED 043 664 TM 000 089

Dopyera, John

Assessing the Micro-Environments of Individual Preschool Children. Final Report.

Syracuse Univ., N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 69

Note—48p.

EDRS Price MF-$0.25 HC-$2.50

Descriptors—Classroom Environment, *Classroom Observation Techniques, Compensatory Education Programs, Educationally Disadvantaged, *Environmental Influences, *Evaluation Techniques, Predictor Variables, *Preschool Children, Preschool Evaluation, Preschool Programs, Research Design, *Research Methodology, Validity

Identifiers—*Project Head Start

The work completed to date on the development and validation of a procedure for assessing the micro-environments of preschool children is summarized. It was speculated that the lack of evidence that compensatory programs facilitate developmental changes in children might be due to actual lack of influence by the programs, to the subtlety of the influence, and/or the inappropriateness of the conceptual and analytical approaches to the data. The development and validation of the procedure was guided by two sets of hypotheses: that adequately reliable and meaningful factors would emerge from a factor analysis of the micro-environment assessment data, and that the factors would relate to posttest and change criteria, respectively. The children were observed in their natural program environments and the data derived was reduced through factor analysis to individual child environment summary scores. Multiple regression analysis was performed on this data and the above hypotheses were supported. Appendices include the observation recording sheet and data on the intercorrelations and/or factor loadings of 33 environment items, 21 predictor variables, and 8 criteria variables. (PR)

ED 043 665 TM 000 105

Kruger, W. Stanley

Implications of Accountability for Educational Program Evaluation.

Pub Date Apr 70

Note—14p.; Paper presented at the Invitational Conference on Measurement in Education, University of Chicago, Chicago, Illinois, April 1970

EDRS Price MF-$0.25 HC-$0.80

Descriptors—*Educational Accountability, *Educational Improvement, Educational Innovation, Educational Programs, *Evaluation Criteria, Evaluation Methods, Federal Programs, Program Design, *Program Effectiveness, *Program Evaluation

The concept of accountability in education has two primary concerns: the responsibility to provide effective educational programs and the responsibility to employ efficiently the resources allocated for this purpose. These concerns are fundamental to an evaluation procedure based on the principle of accountability. The establishment in 1967 of new Federal programs in Bilingual Education and Dropout Prevention provided the vehicle for an effort to establish accountability principles. Ten critical factors of program design, operation and management which could expand the dimensions of accountability were identified: community involvement, technical assistance, needs assessment, management systems, performance objectives, performance contracting, staff development, comprehensive evaluation, cost-effectiveness, and program audit. Their implications for program evaluation are discussed. (PR)

ED 043 666 TM 000 114

Alkin, Marvin C.

Objectives and Objective-Based Measures in Evaluation.

Office of Education (DHEW), Washington, D.C.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.

Report No—CSE-WP-9

Pub Date Jun 70

Note—13p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minn., March 1970

EDRS Price MF-$0.25 HC-$0.75

Descriptors—*Decision Making, *Educational Objectives, *Evaluation, Evaluation Needs, *Information Needs, Models, *Objectives, Program Evaluation

The potential application of objectives and objective-based measures to evaluation problems of different types is discussed. A framework for categorizing educational evaluation problems and decision areas is used to support the discussion. Decision areas are: 1) selection of the appropriate problem or objective to be served; 2) selection and design of the program to be introduced which best fulfills the objective; 3) modifying the program in terms of field conditions; and 4) certifying the appropriateness of the program for introduction elsewhere. Five evaluation stages are utilized to provide information related to these decisions: 1) Needs Assessment Evaluation; 2) Program Analysis Evaluation; 3) Implementation Analysis Evaluation; 4) Process

Analysis Evaluation; and 5) Outcome Analysis Evaluation. Each stage is described and the relationships between evaluation information and subsequent decisions are noted, as well as the fact that objectives and objective-based measures are of major importance in evaluation. (Author/LR)

ED 043 667 TM 000 115

Spuck, Dennis W.

An Analysis of a Multidimensional Success: Measure for PSDS Students.

Claremont Center for Educational Opportunity, Calif.

Pub Date Nov 69

Note—12p.

EDRS Price MF-$0.25 HC-$0.70

Descriptors—Academic Achievement, *College Programs, *College Students, *Evaluation Criteria, Grade Point Average, *Low Achievers, Program Effectiveness, *Remedial Programs, Self Concept, Self Evaluation, Special Services, Student Evaluation, Success Factors, Tutoring

Identifiers—Claremont College, *Program of Special Directed Studies, PSDA

The Program of Special Directed Studies (PSDS) identifies persons with intellectual ability whose academic achievement, as indicated by traditional measures, is inadequate to secure admission to selective colleges. Then, through a program of supervised college courses, special services and individual tutoring, it attempts to prepare these students for a standard degree program. This study seeks to expand the concept of success, traditionally measured by grade point average, into a multidimensional measure which includes grade point average, student self-evaluation, and evaluation of students by faculty. These evaluations are compared with those of regularly enrolled students. A detailed description and analysis of the data derived from the 40 students involved in the program at the Claremont Colleges is presented. Use of this multidimensional measure of success seems to indicate the effectiveness of PSDS. (PR)

ED 043 668 TM 000 116

Sanders, James L.

An Evaluation of Interpersonal Communications in Flagstaff High School.

Northern Arizona Supplementary Education Center, Flagstaff.

Pub Date Jan 70

Note—36p.

EDRS Price MF-$0.25 HC-$1.90

Descriptors—Administrator Attitudes, *Communication Problems, *Interpersonal Problems, Minority Groups, *School Environment, *School Surveys, Secondary School Counselors, Staff Orientation, Student Attitudes, *Student Teacher Relationship, Teacher Attitudes

This study was conducted at Flagstaff Arizona High School from November to December 1969. School communications as determined by the teachers, administrators, and staff of the school were surveyed. The student perspective of interpersonal communications in the school is also presented. The students see their communications with various members of the faculty, administration, and staff as poorer than the teachers view their communications with the same people, excluding the counselors. The counselors while rating lowest with the teachers, rate highest with the students. Students suggested specific changes in the organizational and personal behavior of teachers, administrators, and staff. Additional informal meetings of the different groups provided data on further areas of conflict that need more examination, such as teacher-counselor interaction, and minority group prejudice. Four important principles for good communication are presented as possible future guidelines: 1) creation of an informal atmosphere, 2) lessening of role playing to the point needed to maintain the structure of the school, 3) the willingness of all persons to share feelings as well as thoughts, and 4) the development of trust in all people in the school. Copies of the survey instruments are included. (AE)

ED 043 669 TM 000 122

Dionne, Joseph

[Future of Testing: A Look at the Trends.]

Pub Date Mar 70

Note—4p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 1970

EDRS Price MF-$0.25 HC-$0.30

Descriptors—*Counselor Role, Curriculum Development, *Curriculum Evaluation, Educational Accountability, *Evaluation, Evaluation Needs, *Individualized Instruction, *Measurement Goals, Resource Allocations

In the 1940's and 1950's, the goal of the schools was equal opportunity for all. Now the goal is to maximize the potential of each child through individualized instruction. As a result, standardized tests and measures lacking in prescriptive information on students are falling into disfavor. The three principal past uses of evaluation--placement, research, and counseling--will be joined by evaluation that facilitates instruction, curricular management, and resource allocation. Teachers will need item analyses of an individual's performance on achievement tests to explore areas of weakness. Criterion-referenced tests, new inventory tests on relevant student background, process oriented measures, modality preference tests, cognitive style instruments, and the like. Curricular management will strongly emphasize behavioral objectives, process (rather than input-output) measures, and relevancy tests. Comparison of school districts with similar inputs will emerge. Resource allocation will be strongly oriented to accountability with performance guaranteed contracts proliferating. The coming changes are exemplified by test selection committees which no longer consist mainly of counsellors, but include many teachers, curriculum experts, and administrators as well. The counseling profession is not adequately prepared to meet the schools' new information requirements and changes are necessary in pre- and in-service education. (DG)

ED 043 670 TM 000 126

LaBarre, Maurine

The Case for Case Studies in Research.

Pub Date Nov 69

Note—15p.; Paper presented at the annual meeting of the American Association of Psychiatric Clinics for Children, Boston, Mass., November 1969

EDRS Price MF-$0.25 HC-$0.85

Descriptors—*Case Studies, Community Health, Demonstration Projects, Disadvantaged Youth, Educational Innovation, *Pregnancy, *Research, Research Methodology, Social Services, *Social Work, *Teenagers

Sigmund Koch has suggested that psychology is not and cannot be a coherent science in terms of the philosophy and methods of the physical sciences and that the term science cannot be properly applied to psychology, esthetics, creativity, or the domains of the humanities. Starting from this premise, the present author asks whether the research methods of science are not really transferrable to the study of living persons and interpersonal relationships? Or, is another kind of research method needed to study the infinite variety and complexity of human experience. The case study method is suggested. This method broadens professional competence, has contributed to the professional literature, and can be undertaken without elaborate research programs. Examples of the latter are noted. A pilot study using the case study approach to investigate the psycho-social aspects of the pregnancy experiences of adolescents, and attempts at and subsequent success in obtaining funding for a full scale project are described. This study and several others noted combine service and research programs in psychiatric social work. They promise to be fruitful. (CK)

ED 043 671 TM 000 128

Manlove, Donald C. *Mowrey, Lyle*

Junior High School/Middle School Evaluative Criteria.

National Study of School Evaluation, Arlington, Va.

Pub Date 70

Note—53p.

Available from—National Study of School Evaluation, 2201 Wilson Boulevard, Arlington, Virginia 22202 ($2.75)

Document Not Available from EDRS.

Descriptors—Administrator Evaluation, Committees, Curriculum Evaluation, *Evaluation Criteria, Evaluation Techniques, Faculty Evaluation, Guides, *Junior High Schools, Manuals, *Middle Schools, *Program Evaluation, School Improvement, *Self Evaluation, Student Evaluation

Identifiers—*National Study of School Evaluation

The Junior High School/Middle School Evaluative Criteria is the product of an effort by the National Study of School Evaluation to develop evaluative materials for these schools. The Manual section describes the organization of criteria and provides directions for their use. The sections on "School and Community" and on ". Philosophy and Objectives" form the foundation for the entire evaluation process. Sections IV-VI are closely related since all include aspects of the formal educational program. Section IV, on educational commitments, provides an opportunity for the school to consider its central priorities; Section V focuses on the organization of the curriculum; and Section VI is intended for use in all areas of instruction that the school identifies. Section VII covers aspects of the program of student activities, and Section VIII includes learning media services. Student services such as guidance, health, special education, food and transportation are considered in Section IX. Section X concerns administration, instructional staff, and auxiliary staff. The final section deals with the school plant and the facilities. The Evaluative sections IV-XI are all organized on a five point format: fundamental principles and premises, the nature of the program, its evaluation, school plans for improvement, and, finally, a current status scale. (PR)

ED 043 672 TM 000 130

Clark, Richard *Rosenbach, John*

Program Evaluators Handbook: Developing Solutions.

State Univ. of New York, Albany. State Educational Dept.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 69

Note—60p.

EDRS Price MF-$0.50 HC-$3.10

Descriptors—Behavior Change, *Educational Accountability, *Educational Objectives, *Educational Programs, Federal Programs, Innovation, Learning, Problem Solving, Program Effectiveness, *Program Evaluation

Identifiers—Elementary and Secondary Education Act Title III, ESEA Title III

Accountability is an outgrowth of rising demands by legislators and taxpayers that programs do actually achieve what they purport to achieve. This handbook is one of six summaries of workshops (see TM 000 138) on the development of solutions for evaluating the effectiveness of educational programs under ESEA Title III at all levels within the state of New York. The first part considers the sources from which solutions might emerge and the translation of ideas into operating programs. Attention then focuses on the analysis of proposed solutions that may show positive effects, as contrasted with those that seem appealing but have little chance of making a real difference. The task of making solutions more relevant to objectives is approached in the reporting of sources of exemplary and innovative programs, relating proposed programs to theory, and the questions to consider in program implementation. An appendix includes the various exercises that were presented; a brief summary, where appropriate, of some of the responses obtained; and an outline of the specific chronology followed during the workshops. Although funded by Title III, the content of the workshop sessions is considered appropriate for use with other Titles and large program evaluative problems. (TA)

ED 043 673 TM 000 131

Bjerstedt, A.

Systematic Analyses of Instructional Objectives: Goal Seeking, Goal Focusing, and Goal Adjustment.

Spons Agency—School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Report No—Bull-28

Pub Date Apr 70

Note—21p.

EDRS Price MF-$0.25 HC-$1.15

Descriptors—Behavioral Objectives, *Course Objectives, *Curriculum Planning, Curriculum Research, *Educational Objectives, *Educational Planning, Instructional Design, Instruc-

tional Programs, *Research Methodology, Teaching Programs

Systematic analyses of instructional objectives are requested more and more in educational contexts, but there is little agreement about what such analyses are and what value they have. A few possible criteria for goal analyses are outlined and illustrated: empiricism and comprehensiveness in seeking information, firm rules for decision-making on the basis of the information gathered, behavior-oriented precision in formulating the objectives and empirical postchecking. Many questions arise from this for research and developmental work. Several are suggested. (Author/CK)

ED 043 674 TM 000 138

Meyer, Donald

Program Evaluators Handbook: Sampling Model.

State Univ. of New York, Albany. State Educational Dept.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Feb 69

Note—23p.

EDRS Price MF-$0.25 HC-$1.25

Descriptors—Data Collection, *Error Patterns, *Models, Questionnaires, *Research Problems, *Sampling, Statistical Analysis

Identifiers—*Bayesian Statistics, Elementary and Secondary Education Act Title III, ESEA Title III

One of six summaries of workshop sessions (See TM 000 130), designed to strengthen the evaluation of costly programs and their effects, this handbook presents an analysis of both random and nonrandom sampling errors by application of the Bayesian model. This model attempts to formalize the process and procedures of inference from data through explicit consideration of the researcher's beliefs, insofar as they bear upon the study underway. Thus, if he feels that nonresponse error, for example, is likely to be large, this feeling is incorporated into the model. Major error sources for each parameter are sampled and values of all the variables are determined to show how these parameters define the sampling problem. Another method involves formulation of error ratios in terms of certain established values. An example of the application of the model to a survey using mailed questionnaires is given. (LR)

ED 043 675 TM 000 140

Tucker, Ledyard R.

Relations Between Multidimensional Scaling and Three-Mode Factor Analysis.

Illinois Univ., Urbana. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Jul 70

Note—44p.

EDRS Price MF-$0.25 HC-$2.30

Descriptors—*Factor Analysis, *Individual Differences, Interest Tests, *Models, *Psychometrics, Statistical Analysis

Identifiers—*Multidimensional Scaling, Space Relations

Two lines of psychometric interest are combined: a) multidimensional scaling and, b) factor analysis. This is achieved by employing three-mode factor analysis of scalar product matrices, one for each subject. Two of the modes are the group of objects scaled and the third is the sample of subjects. Resulting from this are, an object space, a person space and a system for changing weights given to dimensions and of angles between dimensions in the object space for individuals located at different places in the person space. The development is illustrated with data from an adjective similarity study. (Author/LR)

ED 043 676 TM 000 141

Report on the Second Florida Instructional Seminar on Evaluation.

Florida State Dept. of Education, Tallahassee.; Orange County Board of Public Instruction, Orlando, Fla.

Pub Date Aug 68

Grant—OEG-68-06745-7

Note—77p.; Presented at the Second Florida Instructional Seminar on Evaluation, Orlando, Florida, August 1968

EDRS Price MF-$0.50 HC-$3.95

Descriptors—Counseling Programs, Educational Programs, Evaluation Criteria, *Evaluation Techniques, Guidance Programs, *Instructional Programs, *Models, *Program Design, Program Effectiveness, *Program Evaluation, Public Schools, Reading Programs, School Personnel

Identifiers—*Florida Instructional Program on Evaluation

The participants in the Second Florida Seminar on Evaluation were divided into two principal groups: Technical Evaluation Information and Evaluation Models in Selected Areas. In the Technical Evaluation Information subgroups, technical material involved in the evaluation process was presented. A topical outline of this material is provided. The Evaluation Models subgroups developed models in the areas of reading (two models), communication skills, arithmetic, guidance, and self-concept programs. These models are part of the report. The texts of two of the major addresses are included: "Evaluation and the Two-Party Monologue" by Jarvis Barnes and "Education for Imagination" by Harry M. Sparks. Finally, the seminar itself is evaluated and suggestions and recommendations for follow-up programs are presented. (PR)

ED 043 677 TM 000 146

Hawkridge, David G. Campeau, Peggie L.

Developing a Guide for Authors of Evaluation Reports of Educational Programs. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No—AIR-855-10-69-FR

Pub Date Oct 69

Contract—OEC-0-9-089013-2471 (010)

Note—31p.

EDRS Price MF-$0.25 HC-$1.65

Descriptors—*Administrator Guides, Authors, Descriptive Writing, Educational Programs, Federal Programs, *Guides, *Program Descriptions, *Program Evaluation, Reports, Research Methodology, Technical Reports, *Technical Writing

A complete description of the development of a guide to help authors improve the quality of descriptive evaluation reports of federally funded programs is provided. Improvements in reports would be particularly useful to planners who must decide if and how programs should be modified. The methods and procedures employed in the development of the guide from the initial version through field tests, which employed local program evaluators, to subsequent revisions are discussed in detail. The field test samples, embracing a wide variety of programs, locales, administrative units, and expertise, are described and the participants listed. Recommendations for the use of the guide are included and it is suggested that a complementary planning guide is needed. (PR)

ED 043 678 TM 000 154

Myers, Charles T.

A Covariance Approach to Item Analysis.

Educational Testing Service, Princeton, N.J.

Pub Date Sep 70

Note—13p.

EDRS Price MF-$0.25 HC-$0.75

Descriptors—Analysis of Variance, Correlation, *Item Analysis, *Reliability, Scores, *Statistical Analysis, Test Construction, *Test Reliability

This paper brings together a variety of item-analysis techniques into a coherent system. The system is based on classical test theory, the theorems that can be derived from the equation, $X = T + E$. The system extends from techniques for analyzing parts of an item separately to techniques for relating items to total test score, to sub-scores, to external criterion scores, and to test-retest situations. The system is both mathematically simple and basic and may serve to bring test theory and test practice closer together. (Author)

ED 043 679 TM 000 157

Rudegeair, Robert E. Kamil, Michael L.

Assessment of Phonological Discrimination in Children.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-118

Pub Date Mar 70

Contract—OEC-5-10-154

Note—20p.

EDRS Price MF-$0.25 HC-$1.10

Descriptors—Audiolingual Skills, *Auditory Discrimination, Aural Stimuli, Discrimination Learning, *Grade1, *Kindergarten Children, Listening Comprehension, Listening Skills, *Listening Tests, *Phonemics, Verbal Communication

Identifiers—*Wepman Test of Auditory Discrimination

A review of the literature indicated that conventional tests are inadequate for accurate assessment of phonological discrimination ability in children. Higher error rates on discrimination tests than those which would be predicted from articulation measures seemed to implicate task variables. To reduce task difficulty, repeated contrast test pairs, consisting of CVC syllables in which the same phonemic contrast occurs twice, were developed. Multiple testing sessions were also employed to reduce initial task difficulty. Two experiments were conduced to determine the effects of task variables. The first experiment involved the use of nonsense syllables in an A-B-X paradigm. The subjects were 12 irst Grade and 12 Kindergarten children. The second experiment involved the use of real word items from the Wepman Test of Auditory Discrimination and the subjects were the First Grade group from experiment I and a new First Grade group of 12. Experiment I showed repeated constrast pairs easier to discriminate than initial or final contrast pairs and that results were poorer on the first day. In experiment II, first day performance was also significantly poorer than the other days. It is suggested that repeated testing is necessary for young children and that repeated contrast pairs may provide a means of obtaining more complete assessment of phonological discrimination ability in children. (Author/LR)

ED 043 680 TM 000 158

Merwin, Jack C.

Evaluation Designs and Instruments.

Pub Date Feb 69

Note—7p.; From symposium "The World of Evaluation Needs Re-Shaping" at the annual meeting of the American Educational Research Association, February 1969

EDRS Price MF-$0.25 HC-$0.45

Descriptors—Curriculum Evaluation, *Decision Making, *Evaluation, Evaluation Methods, Evaluation Techniques, Measurement, Measurement Goals, Program Evaluation, *Testing

Available designs and instruments for evaluation are not adequate to meet the varied needs of evaluation. Therefore, evaluation needs to be reshaped in terms of 1) consideration of how and where currently available theories, designs, and instruments are proving useful, 2) identification of needs that cannot be met ith currently available constructs and tools, and 3) an attempt to identify guidelines for efforts to meet unfulfilled needs. On this context, the history of educational testing and evaluation is briefly reviewed and some interesting new ideas noted. The rather recent concepts of formative versus summative evaluation, of fidelity versus bandwidth of information and of group evaluation versus individual evaluation might be of help to reshape evaluation positively if the needs for evaluation can be examined within a framework of educational decision making. (CK)

ED 043 681 TM 000 162

Rice, Ernest Thomas

An Exploratory Study to Investigate the Aspects of the Construction and Use of Instruments Encompassing the Evaluative Strategies of Context, Input, Process, and Product of In-Service Programs.

Iowa Univ., Iowa City. Iowa Center for Research in School Administration.

Report No—RD-NO-51

Pub Date Apr 69

Note—4p.

EDRS Price MF-$0.25 HC-$0.30

Descriptors—Administrative Personnel, Analysis of Variance, *Decision Making, Educational Change, Elementary School Teachers, Evaluation, *Inservice Programs, *Instructional Improvement, *Models, *Program Evaluation, Secondary School Teachers

This paper describes the construction and use of a set of evaluative instruments to aid in the planning of in-service programs. The four instruments constructed used Stufflebeam's four

evaluative strategies: context, input, process, and product. They were designed to provide rating which could be compared in regard to personnel group and local school district variables. The instruments were administered to 410 teachers and 173 administrators in Iowa school districts. Differences in administrators' and teachers' perceptions in evaluating in-service programs was a major factor in the study. Superintendents rated all four concepts higher than principals and both groups rated all four higher than teachers. Older teachers gave higher ratings than younger teachers. Other differences are noted and interpretations suggested. (LR)

ED 043 682 TM 000 163

Berrien, F.K. Turner, Floyd D.

Values and Public Dissent: I - Preliminary Measures.

Rutgers, The State Univ., New Brunswick, N.J.

Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No—TR-1

Pub Date Aug 69

Note—82p.

EDRS Price MF-$0.50 HC-$4.20

Descriptors—*Activism, Authoritarianism, Censorship, Data Analysis, *Democratic Values, Factor Analysis, Item Analysis, Models, Political Affiliation, *Political Attitudes, Political Issues, Questionnaires, *Rating Scales, Social Action, Systems Approach, *Values

Identifiers—*Dissent

Founded on a systems model of political processes and a review of studies relating values to political controls, 90 value items were administered to "mainstream" and "eddy" (dissenting) groups, including moderate and radical students, Rotarians, member of the New Democratic Coalition, Navy enlisted men, and Navy brig prisoners for the purpose of (a) devising an instrument for measuring politically relevant values and (b) exploring the values dynamics underlying dissent. Ten factored scales were identified, some of which discriminated among the separate samples. All samples concurred on values basic to democratic processes but differed in their perceptions of the implementation of those ideals, and their own political influence. Data analysis revealed several ways in which the instrument may be improved, yet the scores obtained conformed well with known features of the samples. (Author)

ED 043 683 24 TM 000 183

Primary Mental Abilities and Metropolitan Readiness Tests as Predictors of Achievement in the First Primary Year.

University City School District, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1328

Pub Date Jun 70

Contract—OEC-3-7-061328-0322

Note—16p.

EDRS Price MF-$0.25 HC-$0.90

Descriptors—Ability Identification, Academic Ability, Academic Achievement, Achievement Tests, Basic Skills, Developmental Guidance, *Early Childhood Education, *Grade 1, *Identification Tests, Individualized Programs, Individual Needs, Kindergarten, *Learning Readiness, *Predictive Ability (Testing), Predictive Measurement, Predictive Validity, Predictor Variables, Primary Grades, Sex Differences, Skill Development

Identifiers—Metropolitan Readiness Tests, MRT, PMA, Primary Mental Abilities, Stanford Achievement Test

The prediction of achievement provides teachers with necessary information to help children attain optimal achievement. If some skill prerequisites to learning which are not fully developed can be identified and strengthened, higher levels of achievement may result. The Metropolitan Readiness Tests (MRT) are routinely given to all University City kindergarten children. The test of Primary Mental Abilities (PMA) was then administered to groups of boys and girls who were reasonably representative of children in University City Schools in the second month of first grade, and the Stanford Achievement Test at the end of first grade. Analyses of the data revealed similarities and differences in the effectiveness of these tests in predicting performance, measured by subtests of the Stanford Achievement Test, seven to thirteen months later. Both tests identified abilities and guided teachers in individualizing programs based on a child's developmental needs. However, the MRT were more applicable to boys, the PMA to girls. The use of the scores on both tests together added very little to their predictive value; the PMA test hs a slight advantage over the MRT if one had to select a single test. (Author/PR)

ED 043 684 24 TM 000 184

Early Education Screening Test Battery of Basic Skills Development: A Study of Test Selection.

University City School District, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1328

Pub Date Jan 69

Contract—OEC-3-7-061328-0322

Note—24p.

EDRS Price MF-$0.25 HC-$1.30

Descriptors—Ability Identification, *Basic Skills, Behavior Rating Scales, Cognitive Development, Diagnostic Tests, *Early Childhood Education, Evaluation Criteria, Individualized Programs, Individual Needs, *Kindergarten Children, Language Development, Learning Readiness, Measurement Instruments, Motor Development, Preschool Children, *Preschool Tests, Program Development, Psychomotor Skills, *Screening Tests, Skill Development, Standardized Tests

Identifiers—Early Education Screening Test Battery

A 30-minute screening battery of tests and subtests selected from the complete 90-minute battery used in USOE Prekindergarten-Kindergarten research plus three locally developed instruments were identified as the most satisfactory single measures of cognitive, motor, auditory, visual, visual-motor coordination, and language development to provide an economical assessment of 4 to 6 year old children. The statistical analyses upon which test recommendations were based are reported. Although the 1961 Experimental Edition of the Illinois Test of Psycholinguistic Abilities was used in this study, the similarity and improvement of the subtests suggests that the desirability of introducing the 1968 Revised Edition in future testing. The appendix contains the locally developed measures: the Behavior Rating Scale (TM 000 185), the Three-Dimensional Auditory Discrimination Test (TM 000 186), and Gross Motor Observations (TM 000 187), and also lists the tests forming the complete 90-minute battery. (Author/PR)

ED 043 685 24 TM 000 185

Behavior Rating Scale.

University City School District, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 69

Available from—See TM 000 184

Document Not Available from EDRS.

Descriptors—*Behavior Rating Scales, *Classroom Observation Techniques, Individual Tests, Kindergarten Children, Nonverbal Tests, Performance Tests, *Preschool Tests, Rating Scales, *Screening Tests, *Tests

The Behavior Rating Scale measures behavioral skills by observing the child during the administration of other tests. The rating dimensions include independence, concentration, tractability, attitude and disposition toward testing, and overflow behavior. All are scored on a scale of 0-4, low to high. (PR)

ED 043 686 24 TM 000 186

Three Dimensional Auditory Discrimination Test.

University City School District, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 69

Available from—See TM 000 184

Document Not Available from EDRS.

Descriptors—*Auditory Discrimination, Auditory Perception, *Auditory Tests, Individual Tests, *Kindergarten Children, Performance Tests, Preschool Children, *Preschool Tests, Screening Tests, *Tests, Three Dimensional Aids, Verbal Tests

The Three Dimensional Auditory Test measures the preschool child's auditory skills. It requires 3 to 4 minutes individual administration. The examiner needs a collection of props, listed on the score sheet, and a large box in which to place them. These objects are presented to the child in pairs and he is required to discriminate between the similar sounds of single words describing each object in a given pair. The test requires no particular skill for administration. (PR)

ED 043 687 24 TM 000 187

Gross Motor Observations.

University City School District, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 69

Available from—Se TM 000 184

Document Not Available from EDRS.

Descriptors—Individual Tests, *Kindergarten Children, *Motor Development, Nonverbal Tests, Observation, *Perceptual Motor Coordination, Performance Tests, Preschool Children, *Preschool Tests, Rating Scales, Screening Tests

Gross Motor Observations is a test for preschool children which measures motor skills. Individual administration takes only two to three minutes and items are scored 0-3, low to high. The child is asked to perform a series of simple physical tasks which reveal the level of his motor ability. No skill is required for either administration or scoring and the only necessary equipment is a balance beam. (PR)

ED 043 688 24 TM 000 188

Early Education Screening Test Battery of Basic Skills Development: Criteria for Personalizing Programs.

University City School District, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1328

Pub Date Jan 69

Contract—OEC-3-7-061328-0322

Note—33p.

EDRS Price MF-$0.25 HC-$1.75

Descriptors—Basic Skills, Early Childhood Education, Evaluation Criteria, *Kindergarten Children, *Norms, *Preschool Tests, *Profile Evaluation, *Screening Tests, Standardized Tests, Statistical Analysis, Tables (Data)

Identifiers—*Early Education Screening Test Battery

The development and content of the Early Education Screening Test Battery are described elsewhere (TM 000 184). This report provides norms for the Gross Motor Test (GMO), Visual-Motor Integration (VMI), four scales of the Illinois Test of Psycholinguistic Abilities (ITPA), Peabody Picture Vocabulary Test (PPVT), and the Behavior Rating Scale (BRS). For each test, tables are included which allow one to obtain the age equivalent, psycholinguistic age, mental age, standard deviation, standard score, or IQ score, as required, from the raw test scores. Tables are also provided which allow one to interpret these derived scores in terms of developmental skill level--very superior, superior, high borderline, etc. A profile sheet on which the latter results may be graphed is included. With a completed profile, a teacher can determine a child's strengths and weaknesses at a glance. (DG)

ED 043 689 TM 000 259

Equal Educational Opportunity Survey.

Dayton City Schools, Ohio.

Pub Date Apr 70

Available from—See TM 000 161

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Attitude Tests, Educational Needs, *Equal Education, Integration Effects, *Questionnaires, *Racial Attitudes, Rating Scales, School Integration, Student Teacher Relationship, Surveys, *Teacher Attitudes, Teacher Background, Teacher Characteristics, Teacher Integration, Teaching Methods

To measure the attitudes of professional personnel in the Dayton Public Schools concerning factors related to equal educational opportunity, this survey instrument was devised which combines open-ended questions with more structured Likert-type scale statements and rank-order sections. The instrument was not field-tested before its administration. The questionnaire includes items in the following areas: basic educational needs of students, staff integration, Equal Educational Opportunity Task Force activites and functions, teacher needs and skills in the new situations and their self-actualization, pupils and their achievement, black-white interaction, student un-

rest, blocks to academic progress, key factors in academic achievement, and teacher background and characteristics. (CG)

UD

ED 043 690 UD 010 600

Jensen, Arthur R. Rohwer, William D., Jr.

An Experimental Analysis of Learning Abilities in Culturally Disadvantaged Children. Final Report.

California Univ., Berkeley.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jul 70

Note—205p.

EDRS Price MF-$1.00 HC-$10.35

Descriptors—Aptitude Tests, Associative Learning, Cognitive Ability, *Disadvantaged Youth, Educational Testing, *Ethnic Groups, Intelligence Differences, Language Ability, *Learning Characteristics, Nonverbal Ability, Nonverbal Tests, Preschool Learning, Research Methodology, Social Class, *Social Differences, Statistical Data, Test Results

This report contains a series of studies which represent ongoing research of six investigators, who seek to elucidate through empirical studies the psychological characteristics of culturally disadvantaged children. The chief aim has been to make comparative analyses of abilities and learning characteristics of children from intact subpopulation groups that differ markedly in the degree of school success typically achieved. The studies focus on: a two-level theory of mental abilities; the organization of abilities in preschool children; level I and level II performance in low and middle socioeconomic status (SES) elementary school children; relationship of the "Draw-a-Man" Test to level I and level II; comparison of "culture-loaded" and "culture-fair" tests; social class differences in free recall of categorized and uncategorized lists; mental elaboration and learning proficiency; ethnicity-SES and learning proficiency; and, elaboration training and paired associate learning efficiency in children. Appendixes contain some of the test forms used. (RJ)

ED 043 691 UD 010 614

Purl, Mabel C. Singer, Harry

A Study of Desegregation in the Public Schools, Riverside, California. Riverside School Study, Progress Report 1968-1969. Project No. M8-14.

California Univ., Riverside.; Riverside Unified School District, Calif.

Pub Date 15 Mar 69

Note—94p.

EDRS Price MF-$0.50 HC-$4.30

Descriptors—Academic Achievement, Achievement Tests, Cognitive Development, Cognitive Tests, Compensatory Education, *Disadvantaged Youth, *Educational Testing, *Elementary School Students, Inservice Teacher Education, *Integration Effects, Minority Group Children, Personnel, School Integration

Identifiers—California, Metropolitan Readiness Tests, Piaget (J), *Riverside Unified School District, Stanford Total Reading Tests

This progress report of the Riverside Unified School District comprises a summary of the effect of integration on the achievement of elementary pupils. Little change is considered to have occurred in the achievement of these students following integration. However, the achievement of many minority pupils, it is held, may eventually improve through the cumulative effects of the receiving pupils' home backgrounds and through the influence of favorable classroom atmospheres. It is noted that desegregation must be accompanied by intense efforts to provide instruction which will help compensate for earlier disadvantages. The report also includes a description of a project that emphasizes the areas of physical development of children, their cognitive development, and strengthening of their social identities. The project includes concentrated inservice teacher education in the field of cognitive development according to the theories of Piaget. Appended are papers on comparative data on Raven's Progressive Matrices Test and the Peabody Picture Vocabulary Test and on the effect of integration on the achievement of elementary pupils. (Author/JW)

ED 043 692 UD 010 615

Dobbin, John E.

Guidelines for Service as an Expert Witness in Civil Suits Pertaining to School Desegregation.

Pub Date Sep 70

Note—13p.; Symposium paper presented at the American Psychological Association Convention, Miami Beach, Fla., September 3, 1970

EDRS Price MF-$0.25 HC-$0.75

Descriptors—Ability Grouping, *Classroom Integration, *Court Cases, Court Litigation, Legal Problems, *Psychologists, *School Integration, School Segregation, *Speeches, Standardized Tests, Testing

In this speech, testing experts or clinical psychologists called to give evidence in court cases on segregation either in the school or the classroom are provided with guidelines in preparing their case in document form with sources ready at hand. It is suggested that as much information as possible be available to the lawyer for whom the psychologist is called to testify, and that strategy be worked out in advance. The litigation that is primarily discussed concerns procedures such as "ability grouping" and standardized tests as methods for assigning children to various groups. Recent documents on testing and ability grouping as well as testimony of expert witnesses on these questions are included. (JW)

ED 043 693 UD 010 625

Passow, A. Harry

Urban Education in the 1970's.

Spons Agency—New World Foundation, New York, N.Y.

Pub Date 70

Note—69p.; Paper presented at the Teachers College, Columbia University Urban Education Lecture Series, New York, N.Y., 1970

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Bilingual Education, Community Control, Compensatory Education, Decentralization, *Disadvantaged Youth, *Educational Research, Federal Aid, Guidance Counseling, Models, Preschool Programs, Reading Instruction, Relevance (Education), *School Integration, *Urban Education, *Urban Schools

The reported failure of urban schools has been well documented by various government commissions. To remedy this situation, quality and equality of education must be insured. Research and development on disadvantaged populations has increased in an effort to reverse the effects of traditional pedagogical methods. Numerous programs for early intervention show that changes can be effected but that these effects have little long-term stability. But that does not mean that compensatory education is not a promising method; rather, that adequate methods and understanding are still to come. Various strategies and models for improving urban education are compensatory education, desegregation, model subsystems, parallel systems, total systems reform, and new systems development. In addition, some programs attempt to change the student himself, his family, and the schools in new ways. College programs for disadvantaged youth try to prepare students for advanced study. The greatest policy problem is desegregation. Increase in federal aid raises the hope that urban education will receive not only more funds but also more attention. This paper was prepared for a book entitled "Urban Education in the 1970's," edited by A. Harry Passow, to be published by Teachers College Press, Fall 1970. [Not available in hard copy due to marginal legibility of the original document.] (JW)

ED 043 694 UD 010 626

Selakovich, Daniel

Social Studies for the Disadvantaged.

Pub Date 70

Note—207p.

Available from—Holt, Rinehart and Winston, Inc., New York, N.Y. ($3.95)

Document Not Available from EDRS.

Descriptors—Communication Skills, Curriculum Planning, *Disadvantaged Youth, Educationally Disadvantaged, *High School Curriculum, High Schools, Inservice Teacher Education, Learning Theories, Low Motivation, Racial Integration, Reading Instruction, Relevance (Education), *Social Studies, *Teaching Methods

The object of this book is held to be to help teachers in the difficult task of working with children who are experiencing various degrees of failure in the conventional secondary school social studies curriculum. The book has been written for inservice teachers in every community where such problems exist and for students interested in teaching social studies but who have yet to realize that such problems exist. The book is about equally divided in terms of theory and practice. Attempts are made to answer practical questions such as, "how to motivate students", "how to help students with reading and writing problems," and the like. Learning theory is examined with a view toward selecting those aspects of theory most appropriate for application to the problems of the poor student. Theories with regard to reading and communication are examined and applied and several models for teaching thinking skills are presented and analyzed in terms of their usefulness in the classroom. More specifically are discussed such topics as curriculum relevance, integration, employment, teacher values, and learning styles of the poor. (Author/JW)

ED 043 695 UD 010 627

Training and Jobs for the Urban Poor: A Statement on National Policy.

Committee for Economic Development, New York, N.Y. Research and Policy Committee.

Pub Date Jul 70

Note—78p.

Available from—Committee for Economic Development, 477 Madison Avenue, New York, N.Y. 10022 ($1.25)

EDRS Price MF-$0.50 HC-$4.00

Descriptors—*Disadvantaged Groups, Disadvantaged Youth, *Employment Programs, *Job Training, *Manpower Development, Manpower Utilization, Minority Groups, Policy Formation, Urban Dropouts, Vocational Education, Vocational Rehabilitation, Vocational Retraining, *Vocational Schools, Youth Employment

This policy statement on job training for the urban poor explores ways of abating poverty, considers current manpower training and employment programs, and makes a number of recommendations for strengthening and improving them. In addition, concern is expressed for increasing the productivity of the national economy by making the labor force as a whole more productive and utilizing it more fully. The paper discusses poverty and employment, evolution of a national manpower policy, and recommended directions for manpower policy. Some of the recommendations are: (1) that special remedial and job training programs continue for the indefinite future; (2) that special attention and possibly major policy changes are required to combat the high rate of unemployment among young people, particularly the disadvantaged; (3) that ways of motivating young blacks and other minority group members to view employment as a source of satisfaction are needed; and (4) that special attention should be given to the provision of more adequate training for those in penal and correctional institutions. (Authro/JW)

ED 043 696 UD 010 629

Soares, Anthony T. Soares, Louise M.

Interpersonal and Self-Perceptions of Disadvantaged and Advantaged High School Students.

Pub Date Sep 70

Note—6p.; Paper presented at the 78th Annual Convention of the American Psychological Association, Miami Beach, Fla., September 1970

EDRS Price MF-$0.25 HC-$0.40

Descriptors—Caucasian Students, Culturally Advantaged, Disadvantaged Youth, *High School Students, Minority Group Children, Negro Students, *Perception Tests, Puerto Ricans, Secondary Grades, *Self Concept, *Socioeconomic Status, Statistical Data, Student Attitudes, *Teacher Attitudes, Test Results

Disadvantaged and advantaged high school students were tested for their self-concepts and their perceptions of their teachers' views of them. The teachers' perceptions of these students were also measured. From the vocational classes of an urban integrated high school, a sample of 91 disadvantaged students (66 males and 25 females) and 71 advantaged students (54 males and 17 females) were randomly selected. The twelve teachers of these students were also involved. Disadvantagement was determined in terms of an-

nual family income (less than $4,000), living quarters (lowsrent tenements or subsidized housing), and receipt of state aid or welfare funds. There was a minority composition of over 50 percent Negroes and Puerto Ricans among the disadvantaged students, and a white majority of 75 percent among the advantaged. An inventory of 40 bipolar traits was given to the students, and the teacher group was given some traits but with instructions to rate each of the students in the sample who were in the instructor's class. It was found that disadvantaged students view themselves similarly to how they believe others look at them, but the teachers actually see them less positively. However, teachers tended to think more highly of advantaged students. (Author/DM)

ED 043 697 UD 010 635

Burke, Arvid J. And Others

Educational Programs for the Culturally Deprived: Need and Cost Differentials. National Educational Finance Project, Special Study No. 3.

Boston Coll., Mass. Inst. of Human Sciences.

Pub Date 70

Note—336p.

EDRS Price MF-$1.50 HC-$16.90

Descriptors—Compensatory Education Programs, Cost Effectiveness, *Economic Research, *Educational Disadvantagement, *Educational Finance, Elementary Education, *Equal Education, *Estimated Costs, Financial Needs, Financial Policy, Financial Problems, Methods Research, National Demography, Research Methodology, Secondary Education, Statistical Data

These studies of compensatory education need and cost differentials were designed to provide identification and quantification of education need variables which must be considered in providing equal educational opportunity, with emphasis on programs for culturally deprived children. "Part A" contains the plan and background for the study. "Part B" contains a study of the target population to be served by compensatory education (means of estimation and actual estimates). "Part C" describes the inputs for selected compensatory education programs and estimates of the cost differentials of such programs relative to the cost of regular school programs. Appendixes contain data-gathering forms and program descriptions. (DM)

ED 043 698 UD 010 639

Nuttall, Ronald L. And Others

Family Background, Parent-Child Relationships and Academic Achievement Among Puerto Rican Junior and Senior High School Students. Report No. 4: Study of Factors Affecting Student Achievement.

Boston Coll., Mass. Inst. of Human Sciences.

Pub Date 69

Note—11p.

EDRS Price MF-$0.25 HC-$0.65

Descriptors—*Academic Achievement, Cultural Factors, Family (Sociological Unit), Family Attitudes, *Family Background, Family Relationship, Grade Prediction, High School Students, *Parent Child Relationship, *Puerto Ricans, Secondary Grades, Socioeconomic Influences, Test Reliability, Test Results, Test Validity

Identifiers—*Childs Report of Parental Behavior Inventory

The reliability, validity, and relationships of a Spanish language adaptation of Schaefer's Child's Report of Parental Behavior Inventory (CRPBI) was examined in a sample of 5,300 Puerto Rican adolescents. It was found that the CRPBI had had reliabilities averaging .78 and factor analyses indicated a three factor structure similar to Schaefer's previous work. Background variables, especially socioeconomic status (SES) were related to the CRPBI factors. Generally, higher SES went with higher acceptance and lower hostile psychological control. Children from large families were less accepted. The CRPBI factors predicted grades, especially among junior high school males. Background factors predicted college plans. (Authors)

ED 043 699 UD 010 643

Yasar, Erhan

Desegregation as a Factor in the Speech Habits of School Children: A Statistical Approach.

California Univ., Los Angeles.

Spons Agency—California State Dept. of Education, Sacramento.; Rockefeller Foundation, New York, N.Y.

Pub Date 69

Note—7p.; Paper presented at the American Psychological Association Meeting, Washington, D.C., 1969

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—Caucasian Students, *Elementary Grades, *Integration Effects, *Minority Group Children, Personality, *Speech Habits, Speech Skills, Statistical Data, Test Results, Vocabulary Development

Identifiers—*California, California Achievement Tests

The research reported in this paper was conducted to assess the effect, if any, of school desegregation, as it occurred in 1966 in Riverside, California, on the speech habits and abilities of the children involved, and to assess the implication of these effects in relation to other psychological factors. Frequency count methods and California Achievement Test responses were used. One index of vocabulary size, average word length, showed predesegregational differences when ethnic group was considered as a variable. However, results as to desegregation effects were equivocal in that there was increase in word length for some grade levels and decrease for others. The ordering of the means with respect to ethnic groups did not appear to change with desegregation, although ethnic differences showed significant increase. [Not available in hard copy due to marginal legibility of original document.] (Author/DM)

ED 043 700 UD 010 644

Dunn, James A.

The Development of Procedures for the Individualization of Educational Programs.

Pub Date Sep 70

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association, Miami Beach, Fla., September 5, 1970

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Elementary Grades, Individual Differences, *Individualized Instruction, *Program Development, Programed Materials, Secondary Grades, *Ungraded Curriculum

Identifiers—Project PLAN, Project Program Learning in Accordance with Needs

Project PLAN (Program for Learning in Accordance with Needs) is an ungraded, computer supported, learner oriented, individualized program of education for elementary and secondary levels. This paper reviews and describes the development and improvement of the individualization procedures over a period of four years of operation of the program. Data and sample sheets are included. [Not available in hard copy because of the size of the print of the original document.] (DM)

ED 043 701 UD 010 648

Havighurst, Robert J.

Social Class Perspectives on the Life Cycle.

Pub Date Aug 70

Note—21p.; Paper presented at the Annual Convention of the American Psychological Association, Miami Beach, Fla., September 1970

EDRS Price MF-$0.25 HC-$1.35

Descriptors—*Behavioral Science Research, Behavior Development, *Behavior Theories, Conflict, Group Dynamics, *Research Methodology, Social Change, *Social Class, *Social Differences, Social Influences, Social Mobility, Social Structure, Sociocultural Patterns, Socioeconomic Influences

The usefulness of the social class construct for life-cycle research is discussed in this paper. Social class is defined as used in the paper, and as it is generally used by students of the human life cycle. It is further evaluated as a descriptor, and a predictor of behaviors and attitudes. The construct seems to be most useful in studies of adults rather than children, and though it possesses important limitations as a predictor, it is the most pervasive of the group variables in its influence on behavior and attitudes. Social class and its relation to social structure, social distance, social mobility, social change, poverty, and conflict are also included. (Author/DM)

ED 043 702 UD 010 649

Jackson, Jacquelyne Johnson

Negro Grandparents: Interactional and Subjective Role Aspects.

Duke Univ., Durham, N.C. Medical Center.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Apr 70

Note—21p.

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Behavioral Science Research, Family (Sociological Unit), *Family Relationship, *Family Role, Grandchildren, *Grandparents, Low Income, *Negroes, Parent Child Relationship, Southern States, Urban Areas

Identifiers—Adams Kinship Schedule

The focus of this paper is the role interactions and subjective characteristics of relationships between Negro grandparents and grandchildren in a southern urban low-income area. A modified form of the Adams Kinship Schedule was used to collect the data from personal interviews in the home setting. Findings indicate that grandmothers are important in kinship network with important tasks in the rearing of grandchildren; closer bonds exist between grandmothers and their daughters than between grandfathers and their sons; and there were present extended or three-generational families in urban areas. Most grandparents displayed strong affectional closeness with their grandchildren, less value concensus, and even less close identification. The role of Frazier's "Granny" remains visable, although declining. [Not available in hard copy due to marginal legibility of original document.] (Author/DM)

ED 043 703 UD 010 650

Muir, Donal E.

Six-Year Trends in Integration Attitudes of Deep-South University Students.

Pub Date 70

Note—13p.; Paper presented at the Annual Meeting of the American Sociological Association, Washington, D.C., 1970

EDRS Price MF-$0.25 HC-$0.75

Descriptors—College Integration, *Integration Effects, Race Relations, *Racial Attitudes, Racial Integration, *School Integration, *Student Attitudes, Student Experience, *Surveys

Identifiers—University of Alabama

Three surveys, conducted at the University of Alabama from its desegregation in 1963 until 1969, permit an assessment of initial changes in the integration attitudes of deep-South university students. Rapidly increasing acceptance of blacks was found in the four major areas examined: general societal areas of conflict, social distance on campus, perception of Negro characteristics, and attitudes regarding political and economic equality. The student majority, accepting "separate but equal" segregation in 1963, approved desegregation in 1969. The majority of these students have not yet accepted "social integration," but strong trends in this direction are evident. (Author)

ED 043 704 UD 010 652

Redfearn, David

Level of Expectation, Actual Performance, and Reactions to Success and Failure in Three Ethnic Groups.

California Univ., Los Angeles.

Spons Agency—California State Dept. of Education, Sacramento.; Ford Foundation, New York, N.Y.

Pub Date 69

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association, Washington, D.C., 1969

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Ethnic Groups, Ethnic Relations, *Expectation, Goal Orientation, *Integration Effects, Integration Studies, Mexican Americans, Negro Attitudes, Negro Youth, Performance Tests, *Self Concept, *Task Performance

Identifiers—California, Riverside

In this experiment, the effects of attainment or nonattainment of self-set goals are assessed in individuals of three ethnic groups (white, black and Mexican-American), both pre- and post-desegregation. The method used to test level of expectation, actual performance, and reactions to

success or failure is a simple ring toss game. Subjects varied the difficulty of the task by standing at various distances from the target peg, indicated their expected performance on the task, and tossed the rings. On consecutive trials and across years, the subjects' patterns of dealing with their actual performances were recorded. Mexican-American subjects, on the whole, are most capable on the ring toss task and have the most realistic expectations; white subjects overestimate the most and have the lowest actual scores. Ethnic group differences on these variables decrease after desegregation. Mexican-American subjects were found to have a more realistic increase in confidence following desegregation; and black children, highest in expectations, showed an overall decrease in anxiety. [Not available in hard copy due to marginal legibility of original document.] (Author/JW)

ED 043 705 UD 010 653

Brief on Poverty and Public Education in Canada.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date Jun 70

Note—55p.; Report presented to the Special Senate Committee on Poverty, Canada, June 2, 1970

EDRS Price MF-$0.25 HC-$2.85

Descriptors—American Indians, Depressed Areas (Geographic), *Disadvantaged Youth, *Economic Disadvantagement, *Educational Disadvantagement, *Educationally Disadvantaged, Eskimos, Negro Students, Teacher Education

Identifiers—*Canada, Canadian Special Committee on Poverty, Canadian Teaches Federation, Metis

This brief presented to the Canadian Special Senate Committee on Poverty seeks to establish some workable definition of "the poor" in Canadian society. Attempts are made to outline the potential of education for promoting the economic well-being of Canadians. It is found that the poor often get the poorer schools, programs, and teachers, rather than the special and superior programs which they appear to require. These inequities tend to be compounded by regional inequalities in ability to finance education. Throughout the brief, particular emphasis is placed on the severe educational problems of the Indians, Eskimos, Metis, and Negroes. It is suggested that the urban poor constitute the largest problem for the schools; but the native peoples, urban or rural, and the Negroes are the most intractable problem. Seventeen recommendations concerning the alleviation of poverty are made, with particular emphasis on changes required in education. It is further recommended that resources for education be so distributed as to bring to disadvantaged children the special educational programs and facilities they need. Also stressed are parental involvement and special training of teachers. (Author/JW)

ED 043 706 UD 010 654

Newmark, Gerald Melaragno, Ralph J.

Tutorial Community Project: Report of the First Year (May 1968-June 1969).

System Development Corp., Pacoima, Calif.

Report No—TM-4203/001/00

Pub Date 69

Note—110p.

EDRS Price MF-$0.50 HC-$5.60

Descriptors—Coaching Teachers, Cross Age Teaching, Discussion Groups, *Elementary Education, Elementary Schools, Experimental Teaching, *Group Discussion, Individualized Instruction, Programed Tutoring, School Community Cooperation, *School Community Programs, School Community Relationship, *Teaching Methods, Teaching Techniques, Tutorial Programs, *Tutoring

Identifiers—California, Pacoima Elementary School

This is a first-year report of an attempt to create a tutorial community in an elementary school. The goal is a learning community of students, parents, teachers, administrators, and researchers who are expected to work together in planning and conducting instruction. The students will hopefully develop a capacity for self-directed study and positive attitudes towards learning and the school, as evidenced by higher levels of academic achievement and concern for other students. The Tutorial Community Project is proceeding in three main areas: (1) tutoring and related learning activities; (2) encounters or intensive group discussion; and, (3) community-school involvement activities. Activities in these three areas are being intoduced to the entire spectrum of elementary grades (K through 6). After the first years, the results are fairly encouraging; however, many changes were made to meet problems as they arose. Experiments with the children serving as tutors made the most rapid progress, although the development of a sense of community among teachers, students, and parents was not as successful. (Author/JW)

ED 043 707 UD 010 655

Indik, Bernard P. And Others

An Analysis of the Affective Meaning of Racial and Interracial Photographs.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Social Work.

Pub Date 70

Note—43p.

EDRS Price MF-$0.25 HC-$2.25

Descriptors—*Affective Behavior, Attitudes, *Attitude Tests, *Photographs, Race, *Racial Attitudes, Slides, Social Workers

Identifiers—*Osgoods Semantic Differential

The three research studies reported explore the idea that the systematic analysis of responses to interracial pictures and pictures of poverty can provide insights that will be useful in understanding and working through interracial and poverty related problems. According to the theory of projective techniques, responses to pictures provide us with rich material on emotions. Osgood's Semantic Differential provides a potential means to analyze these responses. Two theoretical sets of ideas are brought together and also applied to fields of application relevant to social work. Some of the results are: (1) the Semantic Differential pattern of analysis can be applied when slide pictures are used as stimuli; in addition, attitude scales could be developed to masure hard to define attitudes; (2) elicitation and analysis of thematic stories from candid photographic slides of racial and interracial scenes are considered reliable and may have utility in identifying and crudely differentiating racial attitudes; and (3) both subjective analysis and systematic, objective analysis of thematic material are possible; the combined materials are considered to provide rich and objective sources for psychological study. [Table 12 on page 24 of the document may not be distinctly legible in hard copy (HC) reproduction.] (Author/JW)

ED 043 708 UD 010 656

Bortin, Barbara H.

Bilingual Education Program Evaluation Report, 1969-1970.

Milwaukee Public Schools, Wis.

Pub Date Aug 70

Note—128p.

Available from—Department of Educational Research and Program Assessment, Milwaukee Public Schools, P.O. Drawer 10K, Milwaukee, Wis. 53201

EDRS Price MF-$0.75 HC-$6.50

Descriptors—*Bilingual Education, Bilingual Students, Bilingual Teachers, *Curriculum Development, Elementary School Students, *English (Second Language), Migrant Youth, *Program Evaluation, School Community Relationship, Secondary School Students, Self Concept, Spanish Speaking

Identifiers—Elementary Secondary Education Act, ESEA Title I Programs, ESEA Title VIII Programs, *Wisconsin

The Milwaukee Bilingual Program was initiated in September, 1969 and funded under ESEA Titles VII and I and under Milwaukee Public Schools' Local Funds to develop a curriculum taught in both Spanish and English in order to prevent the hindering of learning and lowering of self-esteem often experienced by newly arrived or recently arrived pupils of Latin-American heritage. Oral and written course work was presented in Spanish and English by a bilingual staff, mainly Latin American. First grade pupils learned to read in their mother tongue; reading in the other language began in the second semester. The curriculum was evolved through a search for existing bilingual materials and staff development of new media. Parents and community were represented by members of an Advisory Committee which met regularly with the project director. During the school year, a total of 256 pupils participated at various times. There were 125 comparison pupils in three of the four schools. Findings at the elementary level at the end of the year conclude that kindergarten bilingual program and comparison pupils did not differ in achievement, as measured by the Test of General Ability and the Metropolitan Readiness Test. However, Oral English tests indicated 45 to 85 percent improvement by the end of the year in the bilingual kindergarten, first, and second grades. (JM)

ED 043 709 UD 010 661

Lohman, Mark R.

Changing a Racial Status Ordering by Means of Role Modeling.

Stanford Univ., Calif. School of Education.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—TR-3

Pub Date May 70

Note—97p.

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Behavior Change, Caucasian Students, Decision Making, Expectation, Group Status, Group Structure, Interaction Process Analysis, *Junior High School Students, Males, Negro Students, *Race, *Role Perception, *Status, *Training

Identifiers—California

The study takes place in a field setting at three different schools. Each group is composed of two black and two white students assigned randomly to either an experimental or control condition. Fourteen groups were run for each condition or a total of 28 groups. In the control condition both blacks and whites receive the same neutral training procedure including the basic rules for playing a game of strategy. The training is given to the whole group, separating racial pairs into two different rooms. In the experimental condition, black subjects receive an assertion training while the white subjects receive the neutral control training procedure. Following the training period the group reassembles in the game room and plays the game of strategy. Observers score initiation and influence to document the emerging power and prestige order for each group. The white subjects were more active in the control groups. In 64 percent of the experimental groups, however, blacks hold one of the high-ranking positions. According to the index of initiation rates, the status ordering in the experimental condition is the reverse of the control condition; blacks dominate instead of whites. Further the improvement of black performance does not entail a significant reduction in white activity. [Not available in hard copy due to marginal legibility of original document.] (Author/ JM)

ED 043 710 UD 010 662

Cohen, Elizabeth G. And Others

Expectation Training I: Altering the Effects of a Racial Status Characteristic.

Stanford Univ., Calif. School of Education.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—TR-2

Pub Date Jan 70

Note—82p.

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Behavior Change, Caucasian Students, Decision Making, Expectation, Group Status, Group Structure, *Interaction Process Analysis, *Junior High School Students, Males, Negro Students, *Race, *Status, *Task Performance, Training

Identifiers—California

This experiment attempted to alter the effects of race as a diffuse status characteristic. Black subjects were given instructions meant to induce "high competence" on a task performed with white subjects. All subjects were seventh and eighth graders who did not know each other prior to the experiment. Each group comprised two white and two black subjects, matched on socioeconomic background and attitude toward school. Subjects were run under three conditions. In the "Long Experimental Condition," the boys played a round of a game, the black subjects received training via a superior film before doing the group task; the subjects then played the game again. In the "Control Condition" both the blacks and whites saw a less helpful film prior to the task. In the "Short Experimental Condition" the first round of the game was omitted. The results

indicated that "Expectation Training" did not improve the activity or influence rate of black subjects as compared to their white partners. The pattern of white dominance is a consistent and persistent finding in this series. Alteration of this pattern will require a precise and powerful experimental intervention. [Not available in hard copy due to marginal legibility of original document.] (Authors/JM)

ED 043 711 UD 010 663

Cohen, Elizabeth G.

Interracial Interaction Disability.

Stanford Univ., Calif. School of Education.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—TR-1

Pub Date Oct 68

Note—44p.

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—*Caucasian Students, Decision Making, Group Dynamics, Group Status, Group Structure, *Interaction Process Analysis, *Junior High School Students, Leadership Training, *Negro Students, Peer Relationship, Problem Solving, Socioeconomic Status, *Status, Student Attitudes

Identifiers—California

In this study, the status ordering of a four-man group working on a task requiring discussion and decision was predicted on the basis of status characteristic theory. Two of the group members were white; two were black. They were matched as to age, height, and also on a combined index of socioeconomic status and attitude toward school. The difference in the value of the status characteristic of race proved to be associated with differences in rank order of the number of acts initiated, with the whites much more likely to have a higher rank in the groups than the blacks. The whites were also more likely to be influential in the making of group decisions than the blacks, expecially where the decisions were contested. In addition to some very quiet blacks who helped account for these marked overall results, there were many moderately active and influential black subjects and three black subjects who were both "high" on influence and initiation. Some groups were clearly black-dominated. Certain differences in interaction style were noted between blacks and whites; and these differences suggested different retraining techniques that might be used. [Not available in hard copy due to marginal legibility of original document.] (Author/JM)

ED 043 712 UD 010 665

Stagner, Ross

Psychological Dynamics of Inner-City Problems. Seminar on Manpower Policy and Program.

Manpower Administration (DOL), Washington, D.C.

Pub Date 68

Note—38p.

Available from—Manpower Administration, U.S. Department of Labor, Washington, D.C.

EDRS Price MF-$0.25 HC-$2.00

Descriptors—Aspiration, Black Community, Black Power, *City Problems, Hostility, *Inner City, *Perception, *Policy Formation, *Psychological Characteristics, Psychological Needs, Self Actualization, Self Concept, Self Esteem, Violence, Work Attitudes

This report is one in a series of proceedings of Seminars on Manpower Policy and Program sponsored by the Manpower Administration. It is argued that psychologists can make their greatest contribution to solving the problems of the inner city not by helping to write the various commission reports following outbreaks of civil violence but by attempting to understand why the recommendations of such commissions are commonly disregarded. The key to a psychological understanding of this self-destructuve policy that American society is carrying out lies in our failure to achieve a realistic perception of the nature of the problems with which society is faced. The motivational key to many inner city hostilities is the intolerable gap between what residents of such areas desire and what they can achieve. What a man has to have is not a job per se, but a position in which he can respect himself and be respected by other people; economic productivity is not essential. In conclusion, if through psychology one can deal with the irrational factors blocking progress, rational changes can be introduced. (JM)

ED 043 713 UD 010 666

Ulrich, Roger And Others

Early Education: A Preventive Mental Health Program. Michigan Mental Health Research Bulletin, Winter 1970.

Michigan State Dept. of Mental Health, Lansing.

Pub Date 70

Note—7p.; Volume IV, Number 1

EDRS Price MF-$0.25 HC-$0.45

Descriptors—Behavior Change, *Child Development Centers, *Disadvantaged Environment, *Disadvantaged Youth, Elementary School Students, Inservice Programs, *Mental Health Programs, Mothers, Preschool Children, *Prevention, Secondary School Students, Teacher Aides, Teenagers, Training

Identifiers—Michigan

In 1968, a project entitled "Accelerated Training Programs in Underprivileged Environments" attempted to investigate possibilities of preventive mental health techniques through early implementation of behavior modification procedures. The general objects of this project were: to alter the pre-school environment of children aged 0-5 from a culturally deprived welfare population in order to achieve behavior which is socially and economically compatible with that of American life; to work with the mothers of these pre-school children to increase their capacities to provide an emotionally stable home environment; to work with underprivileged high school and college youths in order to train them as teachers of the underprivileged; and, to work with children now in the public schools who are functioning academically at a level significantly lower than the grade level in which they are enrolled. In January 1969, a Child Development Center was established to fulfill the terms of the Project. Its program differed from programs such as Head Start. Children participated year-round in full-day sessions. Terminal behaviors were identified and then broken down into component parts which could be taught to children. A contingency management system was employed to facilitate a high success rate. (Authors/JM)

ED 043 714 24 UD 010 669

Kirby, David J. And Others

School Desegregation in the North: A Preliminary Report.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Report No—CSSOS-R-86

Bureau No—BR-6-1610

Pub Date Oct 70

Contract—OEC-2-7-061610-0207

Note—57p.

EDRS Price MF-$0.25 HC-$2.95

Descriptors—Bus Transportation, *Civil Rights, Community Action, *Decision Making, Educational Attitudes, Educational Change, Educational Demand, Educational Improvement, Educational Policy, Educational Problems, *Equal Education, *Negroes, Northern Schools, Political Attitudes, Political Influences, *School Integration, Urban Areas

This report presents the preliminary findings of a research project designed to investigate the ways local school systems in the North deal with de facto school segregation. The communities chosen for the investigation are those 95 cities in the Permanent Community Sample of the National Opinion Research Center (NORC) which are non-Southern and had a black population of at least 3,000 in 1960. NORC interviewers conducted a series of 18 elite interviews with local politicians, government officials, school system personnel, civic leaders, and civil rights leaders. The design and methodology was such that the interviewees were treated as informants giving information about the city rather than as respondents giving information about themselves. The report focuses primarily on the decision-making processes revolving around the first major demand for the improvement of education for Negroes. Descriptive analyses of the demands presented to the school systems and the responses of the latter to these demands are presented. The decision of many school systems to initiate a busing program is further analyzed, and some of the correlates of this decision are discussed. Included among these correlates are the general liberalism of the school board, levels of controversy in a city, and the general level of civil rights activity in a city. (Author/RJ)

ED 043 715 UD 010 670

An Interim Report on a Fifteen Point Plan to Reduce Racial Isolation and Provide Quality Integrated Education.

Rochester City School District, N.Y.

Pub Date Jul 69

Note—92p.

EDRS Price MF-$0.50 HC-$4.70

Descriptors—Achievement Gains, Caucasian Students, *Elementary Schools, Elementary School Students, Negro Students, Open Enrollment, Open Plan Schools, *Racial Integration, Racially Balanced Schools, *School Integration, Transfer Policy, *Transfer Programs, Transfer Students

Identifiers—Fifteen Point Program, *New York

This is an interim report of the second full year of the "Fifteen Point Plan." Although majority of comparisons between groups shows no significant statistical differences, differentials in achievement may become more noticeable as the program effects are reinforced with time, and through cumulative experience. From data analyzed after two full years of study, it now appears that black pupils who attend integrated classes at their neighborhood school which has some specifically funded enrichment emphasis, achieve at a slightly greater rate than children in compensatory programs or those who commute to outer city integrated schools. Pupils in the two grade levels surveyed at the control school more frequently reflect achievement levels which are lower than those of either the comensatory or integrated programs. The achievement of white children enrolled at an inner city school is generally not different from that of their home school counterparts; if a difference appears, it seems to favor those who attend the enriched inner city school setting. [For a related report, see ED 023 746. Of the findings on eight questions originally appended, only those relating to questions 1-7 (Appendices B through H) are found in this document.] (Author/JM)

ED 043 716 UD 010 674

Buder, Leonard And Others

Where We Are: A Hard Look at Family and Society.

Child Study Association of America, Inc., New York, N.Y.

Pub Date 70

Note—125p.; Proceedings of the 80th Anniversary Forum: "Parents in the Crucible of Change," October 16, 1969

Available from—Child Study Association of America, Inc., 9 East 89th Street, New York, N.Y. 10028 ($3.50)

Document Not Available from EDRS.

Descriptors—*Family (Sociological Unit), Family Environment, Family Life, Family Problems, Family Role, *Generation Gap, *Institutional Environment, Parent Attitudes, *Parent Child Relationship, Parent Reaction, Public Opinion, *Social Change, Socialization, Social Structure

Identifiers—Child Study Association of America

The contents of the Child Study Association's report of their Eightieth Anniversary Forum, on the topic of "Social Upheaval: Changing Institutions and the Impace on Families," include papers on "The Para-Institutional Society Technarchy of Life," and on "What Generation Gap?". Also discussed are "Sources of the Public Unrest." Three panel discussions are provided here: new directions for established institutions--envisioned goals and hurdles; a new look at old stereotypes of family life in America; and experiments in bypassing the Establishment. (JM)

ED 043 717 UD 010 675

Fantini, Mario D.

Some Theoretical Consideration for Developing New Educational Programs for the Poor.

Pub Date [69]

Note—29p.

EDRS Price MF-$0.25 HC-$1.55

Descriptors—*Compensatory Education, Disadvantaged Youth, Educational Innovation, Educational Objectives, *Educational Planning, Educational Theories, Institutional Administration, *Institutional Environment, Institutional Role, School Community Relationship, School Integration, *School Organization, School Personnel, *Social Change, Student School Relationship

The outdated nature of the school as an institution has victimized, not only the clients but the practitioners--not only those outside seeking ways of getting in but those inside the school trying to make it work. The problem is with the form and shape of the institution in which administrators, supervisors, teachers, students, parents, communities, etc. function. Fundamental reform leading to a new and more relevant educational institution requires change in the three major pillars of the present educational system: (1) In governance, a realignment of the parties involved in the process of educational decision-making is required, involving a shift toward giving parents, community residents, and students an increased voice in policy. (2) In substance, a reform of the objects to be achieved and the content to be learned is needed--involving the search for relevance toward more humanistically oriented curricula dealing with individual and group problems, and having a more functional emphasis; for example, preparation for major societal roles. (3) In personnel, opening educational systems by the people who will be responsible for implementation to a far broader base of talent than the conventionally prepared career educator is required. (Author/JM)

ED 043 718 UD 010 676

Coles, Robert

Teachers and the Children of Poverty.

Potomac Inst., Washington, D.C.

Pub Date 70

Note—111p.

Available from—Potomac Inst., Inc., 1501 Eighteenth Street, N.W., Washington, D.C. 20036 ($2.00)

Document Not Available from EDRS.

Descriptors—Caucasian Students, Classroom Research, *Disadvantaged Youth, Elementary School Students, Inner City, Negro Students, *School Integration, *Student Attitudes, Student Motivation, *Student Teacher Relationship, Suburban Schools, Suburban Youth, *Teacher Influence, Urban Schools

Based on a study of the "transactions" between students and teachers in 13 real but disguised cities, and describing and analyzing the successes and failures of education as measured by what is happening to children, this document is comprised of: an introduction to the problem; method of work and observations; Group A--Green River, Eastern Park, Central Park, West Park, South Park; Group B--Upstate City, Capital City, Border City, North City; Group C--West City, East City, Central City, South City; discussion and recommendations; and references. Throughout the book are reproduced drawings amounting to a representative selection--obtained from hundreds of children's sketches or pictures. The predominant trend of attitudes and assumptions were determined for each city; then, somewhat typical views selected to indicate what seemed to be happening in each school system studied. (Author/JM)

ED 043 719 UD 010 677

Katz, Phyllis A. And Others

Racial Attitudes and Perception in Black and White Urban School Children.

Pub Date Sep 70

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association, Miami Beach, Fla., September 1970

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors—Age Differences, Caucasian Students, *Elementary School Students, Examiners, Measurement Techniques, Negro Students, Perception, *Perceptual Development, Race Influences, *Racial Attitudes, Racial Discrimination, Racial Recognition, Student Attitudes, *Urban Youth

Identifiers—*New York

The research reported in this paper has three major purposes: to assess the development of racial attitudes in urban children, to evaluate the effects of race of examiner on children's expressed attitudes, and to examine some of the perceptual correlates of racial attitudes. It was predicted that older children would perceive faces of another race as less distinctive from one another than would younger children. Two interrelated studies were conducted. The first was a testing program which assessed the racial attitudes of second, fourth, and sixth grade children. The variables were, in addition to chronological age: race of subject, race of examiner, and type of testing instrument--direct questionnaire, Social Distance Scale, and projective. The second study selected a subsample of these children, who were instructed to judge the similarity of schematic drawings of facial pairs which varied systematically along a number of stimulus dimensions. An apparent decline in prejudice with age was obtained on a direct questionnaire and Social Distance Scale, but was not evident on a more indirect measure. This suggests that the effects of social desirability must be considered, even in measuring the attitudes of young children. [Not available in hard copy due to marginal legibility of original document.] (Author/JM)

ED 043 720 UD 010 682

Bruininks, Robert H. And Others

Psycholinguistic Abilities of Good and Poor Reading First Grade Disadvantaged Pupils. IMRID Papers and Reports.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 69

Note—11p.

EDRS Price MF-$0.25 HC-$0.65

Descriptors—*Disadvantaged Youth, *Elementary Education, Elementary School Curriculum, Initial Teaching Alphabet, Language Ability, Language Instruction, *Perceptually Handicapped, Phonics, *Psycholinguistics, *Reading Instruction, Teaching Methods

Identifiers—Illinois Test Psycholinguistic Abilities, Metropolitan Achievement Tests

This study contrasted the psycholinguistic abilities of good and poor readers from disadvantaged backgrounds after completion of the first grade, using the Illinois Test of Psycholinguistic Abilities. It was predicted that disadvantaged children classified as poor readers would be significantly inferior to those identified as good readers on measures of psycholinguistic ability. The subjects were selected from a population of disadvantaged first-graders in Nashville, Tennessee. One group of subjects was taught to read using the Initial Teaching Alphabet; and the other, using traditional orthography. The subjects were divided into poor readers or good readers, depending upon their scores at the end of first-grade on the Metropolitan Achievement Tests. It was found that the prediction that poor readers would be significantly inferior to good readers on psycholinguistic abilities was partially supported; however, some findings were not consistent. These might be attributed to salient differences between the two reading methods. The results suggest the presence of general deficits in the auditory receptive and vocal expressive abilities of poor reading children. It appears that remediation exercises for such children should focus principally upon improving these abilities in both the syntactical and automatic aspects of language. (Author/JW)

ED 043 721 UD 010 683

Bruininks, Robert H.

Relationship of Auditory and Visual Perceptual Strengths to Methods of Teaching Word Recognition Among Disadvantaged Negro Boys.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No—IMRID-BSM-12

Pub Date 68

Note—175p.

EDRS Price MF-$0.75 HC-$8.85

Descriptors—Auditory Perception, *Disadvantaged Youth, Language Instruction, *Perception, *Perception Tests, Phonics, Reading, Reading Achievement, Reading Instruction, Reading Skills, *Teaching Methods, Visual Perception, *Word Recognition

The main purpose of this study was to assess whether matching teaching methods to the auditory and visual perceptual strengths of second and third grade disadvantaged children would facilitate the learning of unknown words. A secondary objective sought to evaluate the relationship between a number of auditory and visual perception tests and a measure of reading achievement. It was predicted that the use of such teaching would facilitate learning to recognize unknown words. The total subject pool consisted of 105 Negro boys. To identify children with different perceptual characteristics, each subject was administered a battery of twelve tests which measured perceptual components thought essential to the development of early reading skills. The subjects were divided into perceptual dominance groups. Attempts were made to teach each subject the recognition of 15 words by a "look-and-say" approach, and 15 by the phonic method. The comparisons involving the differences between perceptual dominance groups, methods of teaching, and order of teaching presentation failed to reach statistical significance. The conclusion is that disadvantaged Negro boys learn to recognize unknown words equally well under teaching procedures which match either their perceptual strengths or weaknesses; there is no relation between low perceptual test scores and reading performance. [Due to the marginal legibility of a small part of the original document, several pages will not be readable in hard copy reproduction.] (Author/JW)

ED 043 722 UD 010 684

Dunn, Lloyd M and Others

The Effectiveness of Three Reading Approaches and an Oral Language Stimulation Program with Disadvantaged Children in the Primary Grades: A Final Report After Two Years of the Cooperative Reading Project.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No—IMRID-BSM-10

Pub Date 68

Note—175p.

EDRS Price MF-$0.75 HC-$8.85

Descriptors—*Academic Achievement, Achievement Tests, *Disadvantaged Youth, Elementary Education, Elementary Grades, Elementary School Curriculum, Initial Teaching Alphabet, *Language Instruction, Oral Reading, Phonics, *Reading, *Reading Instruction

The Cooperative Reading Project's purpose was to examine the relative effectiveness of three approaches to the teaching of beginning reading and the effectiveness of oral stimulation. This monograph reports the results of the last year of the project. The experimental reading treatments were: (1) the Initial Teaching Alphabet (ITA), (2) the Words in Color (WIC) program, and (3) a Supplemented Conventional Reading Program (SCRP) which used a basic reader plus additional phonics material. Five hundred and thirty-eight subjects were used; the program's effectiveness was evaluated by the Metropolitan Achievement Test, the Illinois Test of Psycholinguistic Abilities, the Peabody Language Production Inventory, and the Stanford-Binet Intelligence Scale. The results obtained from this two year intervention gave only partial confirmation to the experimental hypothesis--that children in experimental reading groups would show greater achievement than those in control groups. Students in the SCRP group did better than those in the ITA or WIC groups. In general, the experimental reading results seem to support the inclusion of systematic phonic instruction in traditional orthography for disadvantaged children. [Due to the size of the print, data on several tables will not be clearly discernible in hard copy reproduction.] (Author/JW)

ED 043 723 UD 010 685

Dunn, Lloyd M. And Others

The Effectiveness of the Peabody Language Development Kits and the Initial Teaching Alphabet with Disadvantaged Children in the Primary Grades: A Report after the Third Grade of the Cooperative Language Development Project.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No—IMRID-BSM-9

Pub Date 68

Note—169p.

EDRS Price MF-$0.75 HC-$8.35
Descriptors—Academic Achievement, Achievement Tests, Creative Ability, *Disadvantaged Youth, Elementary Education, Elementary School Curriculum, *Initial Teaching Alphabet, Intelligence, Intelligence Tests, *Language Instruction, Reading, *Reading Instruction, Teaching Methods
Identifiers—*Peabody Language Development Kits

The purpose of the three-year Cooperative Language Development Project was to examine the efficacy of an oral language development program and an experimental reading program in improving the academic achievement, language development, intellectual functioning, and creative thinking of disadvantaged children in primary grades. The experimental treatments were: (1) an oral language program consisting of experimental versions of the Peabody Language Development Kits, and (2) an experimental reading (Initial Teaching Alphabet) approach. In contrast to the experimental groups, a control group used a conventional basal reading program. The effectiveness of the experimental programs was measured by various standardized tests, such as the Peabody Language Production Inventory and the Stanford-Binet Intelligence Scale. After three years of intervention, the two experimental approaches in combination appeared to be most effective treatment for improving the intellectual and language development as well as the school achievement and creative thinking of disadvantaged children. It appears that exposure to the experimental reading and language development programs in this study had a number of beneficial effects. [For a report of the Project "after two years," see ED 026 125.] (Author/JW)

ED 043 724 UD 010 686

Dunn, Lloyd M. Bruininks, Robert H.
Efficacy of the Peabody Language Development Kits and the Initial Teaching Alphabet with Southern Disadvantaged Children in the Primary Grades: A Follow-up Report after the Fourth Grade. IMRID Papers and Reports.
George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.
Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date 68
Note—95p.
EDRS Price MF-$0.50 HC-$4.85
Descriptors—Academic Achievement, Achievement Tests, Creative Ability, *Disadvantaged Youth, Elementary Education, Followup Studies, *Initial Teaching Alphabet, Intelligence, Intelligence Tests, *Language Instruction, Reading, *Reading Instruction, Teaching Methods
Identifiers—*Peabody Language Development Kits

The Cooperative Language Development Project studied the efficacy of the Initial Teaching Alphabet (ITA) in teaching beginning reading and the efficacy of the Peabody Language Development Kits in stimulating verbal intelligence, creative thinking, school achievement, and language development. In this monograph, a post-test and follow-up evaluation are carried out after the fourth grade. Pupil progress was measured in various areas of standardized tests, such as the Stanford-Binet Intelligence Scale and the Torrance Tests of Creative Thinking. In general, the results are that some gains (in IQ, for example) from the original three-year program were not lost in the following year. In spite of some substantial and statistically significant decrements during the follow-up year, the results are considered to provide some optimism about the effectiveness of both experimental reading methods. However, until more sophisticated procedures and measures are available, it is not considered feasible to engage in additional teaching method studies. [For the interim report "after two years," see ED 017 415.] (Author/JW)

VT

ED 043 725 VT 001 106

Nixon, R. A.
The Labor Market Framework of Job Development: Some Problems and Prospects. Manpower Training Series.
New York Univ., N.Y. Center for the Study of Unemployed Youth.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Ofice of Juvenile Delinquency and Youth Development.
Pub Date 67
Note—67p.
Available from—Center for the Study of Unemployed Youth, Graduate School of Social Work, New York University, 853 Broadway, New York, New York 10003 ($1.00)
EDRS Price MF-$0.50 HC-$3.45
Descriptors—Employment Opportunities, *Job Development, *Job Market, Job Placement, *Manpower Needs, *Manpower Utilization, Occupational Information, Unskilled Workers, *Vocational Education

This monograph is addressed principally to the policy maker and program planner dealing with job development, and defines some of the limits, problems, and needs of the field. Primarily, job development is concerned with the demand side of the labor market equation, dealing with the availability of job openings in general or for a particular group, and with the demand for workers. But the supply side--workers' qualifications and training--must also be considered by the job developer as he tries to lower the unemployment rate. While a generalized increase in labor demand will automatically dissolve a large section of the marginal jobless labor force, an important residue of disadvantaged unemployed who require special care and assistance to realize their potential as workers will remain. In this context, the paper considers the following topics: (1) Labor Market Information--Needs, Sources, and Gaps, (2) Workers and Jobs, (3) The Hiring Process, and (4) Full Employment, Job Development, and Job Creation. (CH)

ED 043 726 VT 003 298

Myers, John G. Creamer, Daniel
Measuring Job Vacancies, A Feasibility Study in the Rochester, N.Y. Area. Studies in Business Economics No. 97.
National Industrial Conference Board, Inc., New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 67
Note—297p.
Available from—National Industrial Conference Board, Inc., 845 Third Avenue, New York, New York 10022
EDRS Price MF-$1.25 HC-$14.95
Descriptors—Employment Level, *Employment Opportunities, Employment Trends, Evaluation Methods, Feasibility Studies, Labor Force, *Labor Market, *Manpower Utilization, Measurement Techniques, *Occupational Surveys, Population Trends, *Research Design, Unemployment
Identifiers—New York, Rochester

Previous studies of measurement of employment and unemployment have been conducted, but a similar statistical program on job vacancies could provide a more complete and accurate insight into the condition of the labor market for employers, placement agencies, counselors, and vocational education planners. This study tested the feasibility of measuring job vacancies through three quarterly surveys of some 400 employers in the Rochester area in 1965. A 99 percent response by employers demonstrated their willingness to participate in a voluntary statistical reporting program. The definition of a job vacancy as an unfilled job that an employer is actively seeking to fill by hiring a person outside his organization was found to be operational. Major findings included: (1) The total estimate of eight to nine thousand job vacancies represented about 3 percent of all jobs in the country, (2) The sample size of 400 was adequate to provide reliable estimates of vacancies, (3) The estimated cost of continuing quarterly collection of job vacancy data in 146 major metropolitan areas of the U.S. was $8 million to $8.5 million per year. (CD)

ED 043 727 VT 007 242

Nuckols, Troy E. And Others
Terminal Performance Objectives for a Phased Typing Program in Business Education.
San Mateo Union High School District, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 68
Note—157p.
EDRS Price MF-$0.75 HC-$7.95
Descriptors—*Business Education, Grading, *High School Students, *Individualized Curriculum, *Individualized Instruction, Performance Criteria, *Typewriting

The phased typing program uses individualized instruction to enable each student to achieve a level of typing skill commensurate with his own motivation, ability, available time, and performance objective. For the typical student the four phases correspond in time to four semesters of typewriting instruction. Students who intend to use the typewriter primarily for personal use would normally complete no more than the activities in the first and second phases. The student working toward development of entry level skills for the office occupation (such as secretary, stenographer, clerk typist, or general office clerk) would normally complete all four phases of the program. The individualized approach allows a student to complete all phases in as short a period as one semester or as long a period of time as four semesters. Each learning activity consists of rationale, general objective, performance objective, exemption, activities, and evaluation. (CH)

ED 043 728 VT 007 344

Mather, Mary E., Ed.
Home Economics Education. Home Economics Research Abstracts: 1967.
American Home Economics Association, Washington, D.C.
Pub Date 68
Note—66p.
Available from—American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009 ($1.50)
EDRS Price MF-$0.50 HC-$3.40
Descriptors—*Abstracts, Adult Education, *Bibliographies, Doctoral Theses, Evaluation, *Home Economics Education, Masters Theses, Methods Research, Program Planning, *Research, *Research Reviews (Publications), Teacher Education

This compilation of 107 abstracts of research in home economics education completed in 1967 contains 11 doctoral and 96 master's studies submitted by 27 institutions. They are classified according to: (1) Administration, (2) Program Planning; secondary, college, and adult programs, (3) Evaluation; secondary, college, and adult education, (4) Methods and Material, (5) Teacher Education, and (6) Miscellaneous. An alphabetical index of authors accompanied by dissertation or thesis topics are included in the document. (FP)

ED 043 729 VT 007 637

Enacements by the 90th Congress Concerning Education and Training, First Session 1967, Part 2--Appendix.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.
Pub Date Jun 68
Note—340p.
EDRS Price MF-$1.50 HC-$17.10
Descriptors—*Education, Federal Aid, Federal Government, *Federal Laws, *Federal Legislation, Federal Programs, *Training
Identifiers—90th Congress, US Congress, US Senate

Texts of major education and training laws amended by the first session of the 90th Congress are included in this appendix to ED 029 096: (1) Elementary and Secondary Education Act, (2) Public Law 874, (3) Public Law 815, (4) Adult Education Act, (5) Cooperative Research Act, (6) Higher Education Act, (7) National Defense Education Act, (8) fellowships for urban studies, (9) educational broadcasting, (10) Vocational Rehabilitation Act, (11) loan service of captioned films and educational media for the deaf and handicapped, (12) grants for teaching in the education of handicapped children, (13) training of teachers of mentally retarded and other handicapped children, (14) youth-work-study pro-

grams, (15) Veterans Readjustment Benefits Act, and (16) Library Services and Construction Act. (DM)

ED 043 730 VT 010 994

Lee, Arthur M.

Testimony Presented to the House Subcommittee on Appropriations for Education and Labor, and Summary.

American Vocational Education Research Association, Washington, D. C.

Pub Date 16 Mar 70

Note—16p.

EDRS Price MF-$0.25 HC-$0.90

Descriptors—*Budgeting, Educational Finance, *Educational Research, *Federal Aid, *Vocational Education

The present level of federal spending for secondary vocational students is roughly $100 million. However, in order to achieve vocational education's goals requiring a doubling of enrollment in the early 1970's, another $100 million is needed in federal funds. This is only $25 per student, compared to $1,500 spent for each retrained dropout. These additional funds would be used most efficiently if research funds were appropriated rather than being put in as a line item. The risks involved in research are preferable to the certain waste of misguided planning. (BH)

ED 043 731 VT 011 119

Curriculum Guide for Marketing.

Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Spons Agency—Oregon State Board of Education, Salem.

Pub Date Feb 70

Note—171p.

Available from—The Oregon State Board of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 ($2.50)

EDRS Price MF-$0.75 HC-$8.65

Descriptors—*Curriculum Guides, *Distributive Education, Entry Workers, Manpower Needs, *Marketing, *Occupational Clusters, Post Secondary Education, *Program Guides

Oregon is embarking on a new approach to secondary education, and this marketing curriculum guide was prepared to assist curriculum specialists in developing high school, entry-level employment programs. Developed in consultation with representatives of industry and education, the guide makes extensive use of the cluster concept, manpower data, the Dictionary of Occupational Titles, behavioral objectives, and suggested learning activities. Included with the marketing cluster curriculum and the occupational speciality courses are instructional specifications for 18 areas in table format, among which are topics on (1) salesmanship, (2) product technology, (3) market research, (4) record keeping, (5) merchandise mathematics, and (6) job seeking. Information on facilities and equipment, a sample questionnaire on marketing tasks, and a bibliography make up the appendixes. (JS)

ED 043 732 VT 011 136

Implementing the Vocational Education Amendments of 1968 for the Disadvantaged or Handicapped. Suggested Utilization of Resources and Guide for Expenditures (SURGE).

Division of Vocational and Technical Education, BAVT.

Pub Date Feb 70

Note—19p.

EDRS Price MF-$0.25 HC-$1.05

Descriptors—*Disadvantaged Groups, Educational Finance, Expenditures, *Federal Legislation, *Handicapped, Leadership Responsibility, *Program Administration, Program Development, Services, *Vocational Education

Identifiers—*Vocational Education Amendments Of 1968

Based on experiences and recommendations from vocational education programs, this publication contains suggestions for State Department of Vocational Education staff in their leadership roles to local educational agencies and in their relationship with other state institutions in developing services and programs for the disadvantaged and handicapped under the Vocational Education Amendments of 1968. Definitions, characteristics, uses of federal funds, areas to be served, cooperating persons and organizations, and effective services and program components are included for both groups. (SB)

ED 043 733 VT 011 156

Riessman, Frank

New Careers, A Basic Strategy Against Poverty.

Randolph (A. Phillip) Educational Fund, New York, N.Y.

Pub Date [67]

Note—29p.

Available from—A. Philip Randolph Educational Fund, 260 Park Avenue South, New York, New York 10010 ($.50)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, Career Opportunities, Educationally Disadvantaged, Employment Opportunities, *Federal Programs, *Job Development, *Manpower Utilization, On the Job Training, *Poverty Programs, Promotion (Occupational), Self Help Programs, *Unemployed

Identifiers—*New Careers

The New Careers concept involves helping the disadvantaged to help themselves by offering them entry level jobs with the opportunity for training and advancement. New Careers provides the means to upgrade from entry level to professional occupations, with time made available during the work day for the education and training necessary for advancement. A definite hierarchy is established, with specific tasks and educational requirements defined for each level, so that no job is a dead-end job. This program not only provides new jobs protected against automation, but it helps the professions involved as well, by relieving critical manpower shortages and freeing professionals for more creative work. (BH)

ED 043 734 VT 011 193

Innovative Programs in Industrial Arts.

American Vocational Association, Washington, D.C.

Pub Date May 70

Note—36p.

Available from—Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (order number 30570, $1.50 for single copies)

EDRS Price MF-$0.25 HC-$1.90

Descriptors—College Programs, *Course Content, *Educational Innovation, Elementary Grades, *Industrial Arts, Instructional Innovation, *Program Descriptions, Research, Secondary Grades

Identifiers—*Innovations

Developed by the publications committee of the Industrial Arts Division of the American Vocational Association, this document describes innovative industrial arts programs that are currently under operation and show promise for future development or improvement. The programs summarized in this bulletin were selected by the committee for inclusion because they appeared to be operating successfully under certain conditions in the various educational levels of: (1) Elementary and Secondary Education, (2) Special Education, and (3) College and In-Service Education. A full listing of program titles, the schools, agencies or areas involved, and the persons reporting is given. (GR)

ED 043 735 VT 011 328

Operation Job Start. Final Report.

Human Development and Education Corp., Patterson, N.J.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 15 Feb 69

Note—139p.

EDRS Price MF-$0.75 HC-$7.05

Descriptors—*Counseling Programs, *Disadvantaged Youth, *Employer Attitudes, *Employment Opportunities, Employment Programs, Manpower Utilization, Negative Attitudes, Unemployment, *Work Attitudes, Youth Opportunities

Operation Job Start is an experimental project which seeks to reconcile the opposing attitudes of unemployed youth, who feel that no meaningful employment opportunities exist for them, and the employers who believe that these youth would not make good employees. In order to bring the two groups together, four major areas are emphasized: (1) efforts to change the attitudes of both employers and youth, (2) management assistance to modify jobs, (3) a counseling program for youth participants during the first 3 months after placement, and (4) uniform criteria to evaluate individual adjustment and company efforts. The findings include observations about the job adjustment of disadvantaged youth, evaluation of the project, and recommended changes for future efforts. The report stresses the need for greater application of the principles of human relations, supervision, and personnel psychology to the needs of disadvantaged youth. (BH)

ED 043 736 VT 011 439

Bowler, Earl M., Comp.

Excerpts on Vocational Education from the President's Statement on Combating Construction Inflation and Meeting Future Construction Needs.

Division of Vocational and Technical Education, BAVT.

Pub Date 17 Mar 70

Note—7p.

EDRS Price MF-$0.25 HC-$0.45

Descriptors—Building Trades, *Construction Costs, *Construction Industry, *Construction Needs, *Vocational Education

America's $100 billion construction industry with its 3 million workers does not need harassment, unwarranted interference, or political denounciation; it does need better access to mortgage money, less costly materials at more stable prices, an end to archaic regulations that hamper productivity, more dynamic management, and--most of all--more trained workers. The actions outlined in this statement, together with the legislation to be submitted to the Congress by the Department of Housing and Urban Development, are designed to meet those industry needs. Construction costs are not the "fault" of any one group; they are the result of a system that urgently needs reform and modernization. We must take care, in making those reforms, to treat fundamentals rather than symptoms, essentially to bring the supply and demand of labor, money and materials into better balance. That is the only constructive way to stop the spiral of construction costs. In so doing, we can simultaneously meet two of the Nation's most pressing needs: the need to open up new job opportunities for millions of working men and women, and the need to provide adequate shelter for everyone. (Author)

ED 043 737 VT 011 451

Building Institutions to Serve Agriculture. A Summary Report of the CIC-AID Rural Development Research Project.

Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 30 Sep 68

Note—232p.

EDRS Price MF-$1.00 HC-$11.70

Descriptors—*Agricultural Research Projects, *Developing Nations, Developmental Programs, *Educational Development, Educational Programs, Foreign Relations, International Education, *International Programs, Land Grant Universities, Rural Development, *Technical Assistance

To analyze the accomplishments under contracts between the Agency for International Development (AID) and U.S. land grant universities for technical assistance abroad in the development of educational and research institutions in agriculture and related fields, the Committee on Institutional Cooperation (CIC) collected data from the home campus of each U.S. university, AID mission, and host university and country. Although there are wide variations in effectiveness of various projects, the program has made important contributions abroad at comparatively small costs to the United States in money, manpower, and interruption of domestic programs. Recommendations for improving, continuing, and expanding are: (1) make a stronger commitment for building institutions, (2) develop more flexible project agreements, (3) increase research and utilize knowledge on the institution building process, (4) employ basic ideas of land grant type institutions, (5) strengthen goals and commitments, (6) change aspects of technical assistance, (7) change orientation programs, (8) upgrade participant training, (9) develop a fuller public understanding of international technical assistance, and (10) strengthen international capabilities of U.S. universities. A bibliography of research reports developed by the CIC-AID Rural Development Research Project is appended. (GB)

ED 043 738 VT 011 473

Resnick, Harold S.

The Implementation of Flexible Modular Scheduling for Industrial Education.

Pub Date 70

Note—315p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Bibliographies, Doctoral Theses, *Flexible Scheduling, *Industrial Education, *National Surveys, *Schedule Modules, Secondary Schools

Identifiers—*Flexible Modular Scheduling

To provide a guide for implementation of flexible modular scheduling for industrial education, this study examined the industrial education departments of schools utilizing the scheduling and determined the administrative and instructional procedures employed by them. The following conclusions and recommendations were based on 64 (83.1 percent) returned instruments: (1) Formal arrangement for industrial education existed even though the school was experimenting with an innovative program, (2) Large group instruction was used by almost 50 percent of the schools, primarily as a one-teacher presentation, (3) Structured laboratory sections have been reduced from 5 hours to approximately 2 hours per week, and generally follow the same pattern as traditional laboratory activities, (4) Most schools allocate to their students approximately 40 percent unscheduled time, (5) Student honor system is used in respect to safety, clean-up, tool usage, and attendance during open lab mods, (6) There is a lack of adequate paraprofessional support and differentiated staffing patterns, (7) Very few schools have a resource center, and (8) A general pattern includes one large group meeting per week, two structured labs and the use of open labs. This Ed.D. thesis was submitted to Wayne State University. (GR)

ED 043 739 VT 011 631

Waisner, Gary Lee

Transfer in an Industrial Arts Psychomotor Task as a Function of Practice Time and Task Complexity.

Pub Date 70

Note—104p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Bibliographies, Doctoral Theses, Experimental Groups, *Industrial Arts, Motor Development, *Psychomotor Skills, Research, *Task Performance, *Transfer of Training

A riveting operation was presented to 90 Grade 7 industrial arts students through the use of a slide-tape program to compare the amount of transfer from three learning tasks to a transfer task and to ascertain the effect of different amounts of practice on transfer. The students were randomly selected and alternately placed into nine groups. The learning tasks were varied in complexity from easy to moderate to difficult, while the amount of practice on the learning task was: no practice, one trial, and four trials. A completion time score was recorded for each student and also a quality score as judged and recorded by three judges. There were no statistically significant differences at the .05 level in group mean scores representing the amount of transfer due to the initial level of complexity in the learning task, different amounts of practice time, or interaction of practice time and task, nor in learning task performance due to different amounts of practice or to the interaction of practice time and task complexity. There was a statistically significant difference in group mean completion scores that represented the amount of transfer due to the different amounts of practice time. Limitations, implications, and problems for further research are reported. This Ph.D. thesis was submitted to the University of Missouri. (GR)

ED 043 740 VT 011 634

Sprecher, Robert E.

Perceptions of the Role of the Teacher of Vocational-Industrial Subjects in Selected Area Vocational Schools in Missouri.

Pub Date 70

Note—169p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Bibliographies, Doctoral Theses, *Q Sort, *Question Answer Interviews, *Role Perception, Role Theory, Teacher Role, *Trade and Industrial Teachers, Vocational Directors, *Vocational Education Teachers

The Q-technique was employed in the personal interview with 20 area school directors, 40 trade teachers, and 40 academic teachers, located in 20 comprehensive high school districts in Missouri which were served by an area vocational school. Comparisons between perceptions were measured by correlational analysis of two-way analysis of variance tests were used to determine significant differences. Conclusions were: (1) All three groups are in relatively close agreement in regard to what each believes the role of the trade teacher should be in the school environment, (2) Role functions as perceived by trade teachers are those that the directors would have them perform, (3) Trade teachers express more confidence in their ability to assess the directors' views than do academic teachers, (4) Trade teachers erroneously expect that the academic teachers would have them assume different roles, (5) Directors and academic teachers agree in their perceptions of the role behavior of trade teachers, and (6) The trade teacher's role is not affected by the location of the area school. This Ph.D. thesis was submitted to the University of Missouri. (GR)

ED 043 741 VT 011 683

Pershing, Rex Weldon

Establishment of Criteria for the Evaluation and Development of Industrial Education Doctoral Degree Programs.

Pub Date 70

Note—188p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Bibliographies, *Degree Requirements, *Doctoral Programs, Doctoral Theses, Educational Specifications, Evaluation Criteria, Graduate Students, *Graduate Study, Higher Education, *Industrial Education, *Student Opinion

An opinionnaire was used to identify criteria regarding improvement requirements, practices, and procedures for the evaluation of existing and the development of new industrial education doctoral programs. Data from 207 (77.8 percent) doctoral students, who received their degrees between June 1964 and February 1969 from 23 institutions, provided information for the following selected findings: (1) The Ed.D. degree was held by 167 respondents and the Ph.D. by 39 respondents, with 201 being employed in education related occupations, (2) Admission requirements suggested a B on upper division undergraduate and graduate course work and 2 or 3 years of teaching experience for industrial education majors or 1 to 3 years of industrial work experience for trade and industrial and industrial-technical education students, (3) No minimum score on the Graduate Record Examination should be stipulated, (4) Course work applicable toward a degree was typically universal, (5) A dissertation should be required and defended orally, (6) Written and oral comprehensive examinations should be required of all students, (7) Residency should consist of one academic year, and (8) 18 areas of study were recommended to be made available to the doctoral student. This Ed.D. dissertation was submitted to the University of Northern Colorado. (GR)

ED 043 742 VT 011 684

Moreland, Henry Clifford, Jr.

A Follow-Up Study of Recipients of the Doctor of Education Degree in Industrial Arts Education from Colorado State College.

Pub Date 70

Note—129p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Bibliographies, *Doctoral Programs, Doctoral Theses, *Followup Studies, Graduate Surveys, *Industrial Arts, *Program Effectiveness, *Program Evaluation, Questionnaires

Identifiers—Colorado State College

Fifty graduates (96.1 percent) of Colorado State College during the years 1960-1968, receiving a degree of doctor of education in industrial arts education, returned a questionnaire designed to collect information about the effectiveness of the doctoral program in preparing them to function in their current positions. The study covered the graduates' backgrounds, views concerning their doctoral training in light of their professional responsibilities, and their suggestions and recommendations for the improvement of the doctoral program. Conclusions were: (1) The majority of graduates were well pleased with the doctoral program in industrial arts, (2) The philosophical scope of the department and doctoral program was somewhat limited to industrial arts, (3) Doctoral advisors were well qualified and competent but their time for assisting was too limited, (4) Technical courses should continue to earn credit in doctoral programs, (5) The majority of the doctoral graduates entered positions in the field of higher education while some assumed administrative responsibilities, (6) In general, the graduate faculty was excellent, and (7) Graduates considered their associations with other doctoral students and the faculty as the most valuable aspect of their doctoral program. This Ed.D. thesis was submitted to the University of Northern Colorado. (GR)

ED 043 743 VT 011 685

Slater, John Breisch

Specific Needs for Updating Educational Experiences as Reported by Instructors of Electronics in Industrial Education Departments of Colleges and Universities.

Pub Date 70

Note—188p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Bibliographies, *College Teachers, Curriculum Development, Doctoral Theses, *Educational Needs, *Electronics, *Industrial Education, National Surveys, Program Improvement, *Teacher Education

A survey of 133 industrial education electronics instructors in 115 4-year colleges and universities in 40 states was conducted to determine the expressed needs of college level electronics instructors for updating educational experiences in specified elements. An attempt was also made to determine the nature of course content needed in graduate level programs. Findings and conclusions included: (1) 20 percent of the participants graduated prior to 1950, 30 percent during the period 1950 to 1960, and 50 percent graduated after 1960, (2) Only slight differences in personal educational needs were reported in various baccalaureate degree categories, (3) Those graduating before 1950 tended to report needs concerned with theories of electronic functions, (4) Instructors graduating during the period 1950 to 1960 reported less need for the study's element than those in the other groups, (5) Instructors graduating since 1960 indicated a need for content related to the practical application of techniques involved in the service of electronic devices, and (6) Course content should include all appropriate concepts. This Ed.D. thesis was submitted to the University of Northern Colorado. (GR)

ED 043 744 VT 011 686

Clary, Joseph Ray

Review and Synthesis of Research and Developmental Activities Concerning State Advisory Councils on Vocational Education. Information Series No. 22.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 70

Note—55p.

EDRS Price MF-$0.25 HC-$2.85

Descriptors—*Advisory Committees, Federal Legislation, Organization, *Program Administration, Program Evaluation, Program Planning, *Research Needs, *Research Reviews (Publications), State Programs, *Vocational Education

Identifiers—*Vocational Education Amendments Of 1968

State Advisory Councils on Vocational Education have been appointed in the 50 states, the District of Columbia, Puerto Rico, American Samoa, and the Virgin Islands in compliance with the Vocational Education Amendments (VEA) of 1968. This report is designed as a summarization, synthesis, and analysis of literature on research and developmental activities of these new Councils. According to the specifications of the

amendments, the Councils consist of 12-35 persons who are appointed by the governor, or in some states by the State Board. Functions and responsibilities include advising the State Board on the development and administration of the state plan for vocational education, evaluating programs, services, and activities under the state plan, and submitting an annual report through the State Board to the U.S. Commissioner of Education and the National Advisory Council. Few research studies concerning the Councils have been conducted, and the first reports from the Councils are currently being prepared. Needed research areas and questions on the role of and evaluation performed by the Councils are listed. (SB)

ED 043 745 VT 011 687

Carter, P. John

An Investigation of Attitudes held by Industrial Arts Educators Toward the Question of a Uniform Nationwide Curriculum for Industrial Arts.

Pub Date 70

Note—125p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, Bibliographies, *Curriculum Development, Doctoral Theses, *Industrial Arts, Industrial Arts Teachers, *National Programs, National Surveys, State Supervisors, *Teacher Attitudes, Teacher Educators

Identifiers—*Nationwide Curriculum For Industrial Arts

To determine the attitudes of industrial arts educators throughout the nation toward a more uniform nationwide curriculum for industrial arts, an opinionnaire was completed by 130 of 150 selected industrial arts department chairmen of colleges and universities, by 36 of the 50 state industrial arts supervisors or consultants, and by 194 (88 percent response) public secondary school industrial arts teachers. Conclusions were: (1) Curricular reform is a problem of considerable importance, (2) Any suggested curricular reform will need to be built on the present structure and offerings of industrial arts, (3) A "common core" of learning experience for industrial arts needs to be established, (4) Terms such as: "standardization," "uniform nationwide curriculum," and "national curriculum," should be avoided by those wishing to achieve curricular reform, (5) Any nationwide guidelines must provide a degree of freedom in the application according to diverse local situations, and (6) Effective communication must be established among all industrial arts education personnel and representatives of industry if a reform is to emerge. This Ed.D. thesis was submitted to the University of Northern Colorado. (GR)

ED 043 746 VT 011 688

Winters, Kenneth Wayne

A Survey of Industrial Arts Teacher Education and Technical/Technology Graduates of Murray State University with Implications for Curriculum Revision.

Pub Date 70

Note—231p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Bibliographies, College Graduates, *Curriculum Development, *Curriculum Evaluation, Degree Requirements, Doctoral Theses, *Followup Studies, Graduate Surveys, *Industrial Arts, *Industrial Technology, Teacher Education

Responses from 195 (89.4 percent) of 218 graduates during 1965-69 provided information which related to the present status and effectiveness of the industrial arts teacher education and the industrial technical/technology programs at Murray State University. Conclusions were: (1) 90 percent of the teacher education graduates and 60 percent of the technical/technology graduates may work toward an advanced degree at some time during their career, (2) Technical/technology graduates will most often be employed in positions entitled Industrial Engineer, (3) Industrial arts teacher education graduates will more commonly be expected to teach industrial arts either full-time or part-time at the high school level, (4) The extreme gap between salaries of teacher education graduates and technical/technology graduates is closing slightly, (5) Many graduates of both programs may decide to leave their field and enter unrelated occupations, (6) Graduates of both programs see the need and make recommendations for changes in the industrial education curriculum, (7) Both programs are compatible and may operate within the same department, and (8) It may be expected that there will be comparable numbers transferring from either program to the other. This Ed.D. thesis was submitted to the University of Northern Colorado. (GR)

ED 043 747 VT 011 689

Baker, George Lewis

An Investigation of Offerings of Industrial Arts Teacher Education Institutions in the Areas of Automation and Cybernetics as Compared with Current Practices in Industry.

Pub Date 70

Note—142p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Automation, Bibliographies, College Programs, Comparative Analysis, *Cybernetics, Doctoral Theses, Educational Needs, Evaluation Methods, Industrial Arts, *Industrial Arts Teachers, *Industry, Questionnaires, *Teacher Education, Teacher Educators

Tabulated and analyzed data from two questionnaires returned by 84 (92.3 percent) industrial arts educators and 20 (35 percent) selected industries, were used to determine the offerings in automation and cybernetics at industrial arts teacher education institutions and to compare these offerings with current practices in industry. Conclusions were: (1) Teachers are being prepared in programs that are not representative of current industrial practices, (2) Some equipment used for business could provide experiences for industrial arts students, (3) There is a lack of qualified personnel to provide offerings in automation and cybernetics, (4) Offerings are affected by the program enrollment, the number of instructors and the existence of technical or similar programs, (5) There is a need to understand automation and cybernetics programs, (6) The use of new techniques will take much of production control and machine control out of the factory, (7) Increased specialization and greater educational attainment will affect industrial personnel, and (8) Topics and concepts should be used as a basis for the course developer to begin tailoring content to achieve specific terminal objectives. This Ed.D. thesis was submitted to the University of Northern Colorado. (GR)

ED 043 748 VT 011 691

Loepp, Franzie Lee

The Development of a System to Analyze Teacher-Student Interaction in Junior High School Industrial Arts Classrooms.

Pub Date 70

Note—264p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Bibliographies, Doctoral Theses, *Industrial Arts, *Interaction, *Interaction Process Analysis, Junior High Schools, Junior High School Students, Management Systems, Secondary School Teachers, *Student Teacher Relationship, *Systems Development, Tables (Data)

The study sought to develop a reliable category system for use in providing data on teacher-student interaction in junior high school industrial arts classrooms, and to recommend further research using this system. As a result of the first three of seven observation visits involving ten Colorado junior high school industrial arts teachers, an Industrial Arts Interaction Analysis System was developed. The next two observation visits were used to field test the category system. The reliability was found to be O.80 or higher as determined through the use of Scott's coefficient and checked by two trained observers with agreement between the two observers. A jury of six industrial education educators judged the system to be valid in relation to the description of the categories. The system was found to be capable of providing data on the general patterns of teacher-student interaction and the percentage of classroom time spent in: (1) various responsibilities, (2) all forms of teacher appraisal, (3) direct and indirect teacher talk, (4) student talk, divided into categories, (5) silence, and (6) chaos and confusion. This Ed.D. thesis was submitted to the University of Northern Colorado. (GR)

ED 043 749 VT 011 700

Major Psycho-Social Problems and the Psychiatric Technician.

California Society of Psychiatric Technicians, Sacramento.; National Association of Psychiatric Technology, Sacramento, Calif.

Pub Date Jun 70

Note—141p.; Presentation made at the Joint Annual NAPT-CSPT Convention-Institute (Los Angeles, Oct. 3-5, 1969)

Available from—National Association of Psychiatric Technology, 11th and L Building, Main Floor, Sacramento, California 95814 ($2.25)

EDRS Price MF-$0.75 HC-$7.15

Descriptors—Alcoholism, Crisis Therapy, Drug Abuse, *Health Occupations, *Institutes (Training Programs), Job Analysis, Job Development, Manpower Needs, Mental Retardation, *Psychiatric Aides, Speeches, *Subprofessionals, *Workshops

Identifiers—National Association Of Psychiatric Technology, *Psychosocial Problems

Presentations made at institutes and workshops conducted by the National Association of Psychiatric Technology (NAPT) are included in this publication. Drug abuse, alcoholism, crisis intervention, mental retardation, and mental health manpower were the themes for these presentations: (1) "Mental Health Trends in California" by G. Duffy, (2) "The Drug Epidemic of 1969" by J. T. Ungerleider, (3) "The Treatment and Prevention of Abuse of Alcohol, Narcotics, LSD, and Other Drugs" by J. Fort, (4) "Comprehensive Planning for Alcoholism Programs" by N. Khoury, (5) "Treatment and Management of Alcoholics" by K. S. Ditman, (6) "Suicide and Crisis Intervention: Concepts and Practice" by S. M. Heilig, (7) "A Planning Model for the Development of Comprehensive Service for the Mentally Retarded" by I. Mooring, (8) "The North Carolina Department of Mental Health Career Ladder: A Concept and an Activity" by J. L. Moncrief, and (9) "The Application of Sensitivity Training Techniques" by U. Rueveni. Information about the NAPT and other NAPT publications is included. (SB)

ED 043 750 24 VT 011 701

Coleman, James S. And Others

Occupational Status Changes for Blacks and Nonblacks During the First Ten Years of Occupational Experience.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (D-HEW), Washington, D.C. Bureau of Research.

Report No—R-76

Bureau No—BR-6-1610

Pub Date Aug 70

Grant—OEG-2-7-061610-0207

Note—66p.

EDRS Price MF-$0.50 HC-$3.40

Descriptors—*Academic Achievement, Caucasians, Comparative Analysis, Educational Benefits, *Educational Status Comparison, Negro Employment, *Negroes, *Promotion (Occupational), Racial Discrimination, *Success Factors

Retrospective life history data are used in this analysis of the mechanisms which lead to differential levels of occupational success. The paper is based on data collected from a cohort of black men and a cohort of nonblack men, aged 30-39 in 1968. The measure of occupational achievement used throughout is the occupational status of the first job held after last leaving full-time education and the status of the job held 10 years later. The analysis shows that educational level far outweighs other background characteristics in determining the occupational status of the first job. Partly due to occupational discrimination, the value of education in terms of the status it brings is about twice as great for nonblacks as for blacks. This difference in the effects of education, combined with lower educational attainment by blacks, results in considerably lower status levels. After 10 years, the status of nonblacks showed an increase of 30.8 percent, whereas that of blacks increased 15.9 percent. The study found that roughly half of the

difference in status change was due to original levels of resources and the remainder was due to the differential efficacy of these resources. The efficacy of intervening events such as on-the-job training showed no significant differences between blacks and nonblacks. (Author/BH)

ED 043 751 VT 011 705

Taziri, Kimmie Blake, Duane L.

The Development of Human Potentialities in Leadership Roles for Vocational Administrators and Teachers.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Pub Date Jun 70

Note—30p.

EDRS Price MF-$0.25 HC-$1.60

Descriptors—Bibliographic Citations, *Educational Administration, *Human Relations, *Leadership Training, *Mental Health, Social Relations, Student Teacher Relationship, *Vocational Education, Vocational Education Teachers, Workshops

Intended to explore processes in the interactions of human relations and potentialities which might be applied to leadership development within the realm of administration and teaching of vocational education, this study relates the importance of removing communication barriers and of building the atmosphere of trust. The structural basis for formulating the development covered four major interrelated areas: (1) personal and social relations, (2) occupational interactions, (3) educational relationships, and (4) integration of human potentialities in leadership development. It is recommended that the reader utilize the appended list of suggested references to gain more information relative to leadership development. (GB)

ED 043 752 VT 011 706

Enactments by the 90th Congress Concerning Education and Training. Second Session 1968.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date Jun 69

Note—432p.

EDRS Price MF-$1.75 HC Not Available from EDRS.

Descriptors—*Educational Legislation, Federal Aid, *Federal Laws, *Federal Legislation, Federal Programs, *Reference Materials, *Training

Identifiers—*Committee On Labor And Public Welfare, US Senate

Digests of laws with particular reference to their educational and training features are reported in this comprehensive record of the enactments by the 90th Congress during its second session of 1968. Included are acts relating to training and education that concern students, teachers, or education institutions. The information for this report was obtained from the weekly compilation of Presidential Documents, the Calendars of the House of Representatives, the Digest of Public General Bills and Selected Resolutions, the texts of individual bills, the House and Senate hearings and committee reports on these bills, and the Statutes at Large. Sections in the document report the legislative history, digest, and text of each bill, a summary of the legislation, and presidential recommendations and statements concerning education and training. (Not available in hard copy due to marginal legibility of original document). (SB)

ED 043 753 VT 011 725

Maddox, Marion E.

An Annotated Bibliography for Occupational Surveys.

Arkansas State Dept. of Education, Little Rock. Div. of Vocational Education.; Arkansas Univ., Fayetteville. Dept. of Vocational Education.; Arkansas Vocational Education Research Coordinating Unit, Fayetteville.

Pub Date [69]

Note—23p.

EDRS Price MF-$0.25 HC-$1.25

Descriptors—*Annotated Bibliographies, Educational Needs, *Manpower Needs, Occupational Information, *Occupational Surveys, Research Coordinating Units, *Resource Materials, Training, *Vocational Education

Identifiers—Arkansas

This annotated bibliography presents over 90 periodical articles, commercial publications, and government publications, ranging in date from 1928 to 1969, and is concerned with planning, organizing and conducting occupational surveys to determine training and manpower needs. Teacher educators, state vocational staffs, employment security personnel, and local occupational teachers and counselors should find this document useful in their various positions. Listings are arranged alphabetically by author and details other document information including the title, date, page listing, and the content by means of the annotation. (JS)

ED 043 754 08 VT 011 727

Huffman, Harry Gust, Dale D.

Business Education for the Emergent Office. Interim Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0414

Pub Date Jun 70

Grant—OEG-0-8-080414-3733(083)

Note—192p.

EDRS Price MF-$0.75 HC-$9.70

Descriptors—Business Education, Data Analysis, *Models, Office Occupations, *Office Occupations Education, *Program Planning, *Task Performance, *Teaching

Identifiers—*New Office And Business Education Learning Systems, NOBELS

Technology in business and industry is continually changing the activities performed in the office. New activities are emerging; others are increasing or declining in importance. This project was concerned with identifying high-priority, commonly accepted abilities which are presently emerging and increasing in importance in the office and with developing general and specific instruction plans which would aid business and office instructors in preparing students for office occupations. Questionnaire responses from 668 authorities concerning the prepared list of 41 office activities revealed few significant differences among activities declared emerging or increasing in importance. A similar analysis identified nine activities applicable to all levels of office personnel which were emerging or increasing in importance. A second group of six emerging activities was applicable to clerical, supervisory, and professional-technical personnel, and a third group of 15 emerging activities was applicable in particular to managers, professional-technical personnel, and supervisors. Eighteen general instruction plans and a model for producing general and specific instruction plans were developed. This project is a part of the total project entitled New Office Business Education Learnings System (NOBELS). (JS)

ED 043 755 VT 011 734

Shea, John R. And Others

Dual Careers: A Longitudinal Study of Labor Market Experience of Women. Volume One.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date May 70

Note—288p.

EDRS Price MF-$1.25 HC-$14.50

Descriptors—*Employment Opportunities, Family Background, *Labor Market, Longitudinal Studies, Mother Attitudes, Occupational Mobility, *Socioeconomic Influences, Work Attitudes, *Working Women

This report describes the initial stage of a 5-year longitudinal study of the labor market behavior of women between 30 and 44 years of age. Since 1967, personal interviews and questionnaires have been used to gather data relating work experiences to various social, economic, and psychological factors for a representative national sample. The sample consists of 5,083 individuals, of whom 3,456 are white. This report includes background information, labor force participation and employment patterns, occupational and geographic mobility, and work attitudes of the women in the sample as collected in mid-1967. In subsequent surveys, detailed information will be obtained on current labor force and employment status and on labor market experience and income during the period since each preceding survey. In this way a complete 5-year work history will be collected, including a record of changes in variables believed to influence labor market decisions. (BH)

ED 043 756 VT 011 745

Blanton, Lloyd Houston

Communication Networks and Innovative Potential of a State Division of Vocational Education.

Pub Date 70

Note—186p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Administrative Change, *Administrator Attitudes, *Changing Attitudes, *Communications, Data Collection, Doctoral Theses, *Educational Innovation, Research Design, State Departments of Education, *Vocational Education

Realizing that the innovative potential of a state division of vocational education can be enhanced through communications networks, this study sought (1) to describe the degree of association between selected communication network characteristics and attitudes of personnel in a state division of vocational education, and (2) to assess the rigidity of openness-to-change and dynamic-tractive supervisory attitudes of these personnel. The sources of data included questionnaires and personal interviews while the analysis included use of the Latin Square research design, pretest-posttest method, interval level indices, and the parametric and non-parametric method. Among the conclusions were that attitudes conducive to innovative potential may be changed by selected stimuli and that attitudes toward change were more positive for personnel at the higher structural positions of the state division of vocational education. Recommendations in two parts are directed to vocational education personnel primarily involved with administration, organization, and innovation, and to researchers. This Ph.D. dissertation was presented to The Ohio State University. (Author/JS)

ED 043 757 VT 011 749

Pucel, David J. And Others

Differentiating Among Graduates of Vocational-Technical Curriculums.

Minnesota Univ., Minneapolis. Dept. of Trade and Industrial Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Comprehensive and Vocational Education.

Pub Date Jul 70

Note—67p.

EDRS Price MF-$0.50 HC-$3.45

Descriptors—Analysis of Variance, Aptitude Tests, Comparative Testing, Correlation, *Dropouts, *Graduate Surveys, *Measurement Instruments, *Occupational Clusters, Post Secondary Education, Student Characteristics, Success Factors, *Vocational Education

Identifiers—Minnesota, *Project MINI SCORE

Two studies were conducted to determine the ability of the Project MINI-SCORE test battery to differentiate among graduates from different vocational curriculums and among graduates and dropouts from selected vocational curriculums. The population used in the first study consisted of 1,696 graduates from seven predominantly male and five predominantly female occupational curriculums. Analyses of variance of mean scores revealed that there were substantial differences among persons who enter and graduate from different vocational programs on dimensions measured by the test battery. A sub-sample from two male and two female curriculums was selected for further investigation. Analysis of data by means of correlation techniques revealed that specific attempts to predict whether or not persons could drop out of each of the four programs based on data from each instrument were not as successful. The studies revealed that the instruments are capable of differentiating among curriculums to a much larger extent than they are capable of differentiating among graduates and dropouts within a given curriculum. A related document is available as ED 025 658. (Author)

ED 043 758 VT 011 759

Kuwik, Paul David

A Quasi-Experimental Study of Two Selected Units of the Industrial Arts Curriculum Project Materials to Determine the Measurable Additive Effects of a Unit on Design in Manufacturing Technology upon a Similar Unit on Design in Construction Technology.

Pub Date 70

Note—188p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106
Document Not Available from EDRS.
Descriptors—*Achievement Gains, Bibliographies, *Comparative Analysis, Construction Industry, *Industrial Arts, *Junior High School Students, *Learning, Manufacturing Industry, Measurement Instruments, Research, Success Factors, Units of Study (Subject Fields)

The purpose of the study was to determine whether exposing junior high school students to a unit on design in construction technology and to a unit on design in manufacturing technology significantly affects their achievement on a test measuring "Technological Principles of Design" when compared to a group of junior high school students exposed only to a unit on design in construction technology. The data from four treatment groups in the Long Beach Unified School District in California were analyzed, and results indicated that there was a significant amount of additive knowledge when students had been exposed to two units in design, one in construction technology and one in manufacturing technology, as opposed to only one exposure of construction technology. Statistical analysis also indicated a significant difference between the achievement scores of the seventh grade control group and the seventh grade experimental group, with the latter group achieving at a higher level. The findings indicate that the technological concepts and principles of design are significantly additive when a second unit (in manfacturing) is provided to build upon the concepts provided by a prior design unit (in construction). This Ph.D. thesis was submitted to The Ohio State University. (GR)

ED 043 759 VT 011 780
Smith, Brandon B.
Selected Bibliography: Identifying, Measuring and Utilizing Societal Information for Vocational-Technical Education Curriculum Development.
Wisconsin Univ., Madison.
Pub Date 13 Nov 68
Note—7p.; Presented at a North Central Regional Conference of RCU Directors
EDRS Price MF-$0.25 HC-$0.45
Descriptors—*Bibliographies, *Curriculum Development, Educational Needs, *Educational Research, Measurement, Rehabilitation, Resource Materials, *Social Studies, Technical Education, *Vocational Education

This bibliography presents 72 citations ranging in date from 1958 to 1968 and includes periodical articles, university publications, and research reports. Listings are arranged by author in three groups which are: (1) Sociological and Psychological Foundations for Identifying Sources and Types of Societal Information, (2) Methodologies for Vocational Education Curriculum Development: Implications for Different Social and Philosophic Foundations, and (3) Measures of Psycho-Social Needs, Satisfactions and Satisfactoriness: Vocational Rehabilitation. Individual entries include author, title, publisher, and date. This bibliography should be of interest to curriculum specialists and program directors. (JS)

ED 043 760 VT 011 792
Directory of Accredited Allied Medical Educational Programs 1969-1970 and 1970 Spring Supplement.
American Medical Association, Chicago, Ill.
Pub Date 69
Note—243p.
Available from—Department of Allied Medical Professions and Services, American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610
EDRS Price MF-$1.00 HC Not Available from EDRS.
Descriptors—Administrative Personnel, Admission Criteria, Degrees (Titles), *Directories, *Educational Programs, Financial Support, *Health Occupations Education, Program Length, Tuition

Prepared by the American Medical Association, this 1969-70 directory and accompanying Spring 1970 supplement list accredited allied medical educational programs by city in the 50 states, District of Columbia, Canal Zone, Puerto Rico, and Japan. Each listing contains the location, institution, type of educational program, affiliation, director(s), entrance requirements, length of program, student capacity, date classes begin, tuition, stipend, scholarships, and certificate or degree. (SB)

ED 043 761 VT 011 794
Putnam, Sandra L. And Others
Major Systems of the Human Body (A Programmed Text for Allied Health Service Trainees).
Rancho Los Amigos Hospital, Inc., Downey, Calif.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date 70
Note—220p.
Available from—Glencoe Press, A Division of The Macmillan Company, 8701 Wilshire Boulevard, Beverly Hills, California 90211
Document Not Available from EDRS.
Descriptors—Adult Vocational Education, *Anatomy, Answer Keys, *Health Occupations Education, Junior Colleges, *Physical Therapy Aides, *Physiology, *Programed Materials, Study Guides, Tests

Developed by physical therapists on the basis of job analysis and field tested using 165 hospital trainees and junior college students, this programed text is intended for either individual or group use in a hospital or junior college physical therapy program. It is suggested that some discussion, demonstration, and application sessions be arranged in connection with each unit. The text, written in linear format, provides a survey of the structure and function of the circulatory, respiratory, and urinary systems. References are given, and two tests and answer keys are appended. Also available from the address above is a booklet containing summary sheets to be completed at various points in the reading and plate illustrations suitable for reproduction as overhead transparencies or other instructional aids. (SB)

ED 043 762 VT 011 800
Jackson, Dorothy G., Ed.
Research 1970. An Annotated List of Research and Demonstration Grants 1955-1968.
Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Research, Demonstrations, and Training.
Pub Date 70
Note—268p.
EDRS Price MF-$1.25 HC-$13.50
Descriptors—*Annotated Bibliographies, *Demonstration Projects, Disadvantaged Groups, Indexes (Locaters), Mentally Handicapped, Physically Handicapped, Program Administration, *Research Projects, Self Help Programs, *Vocational Rehabilitation

This annotated bibliography of 1,997 projects dated from 1955-1969 and administered by branches of the Social and Rehabilitation Service is divided into four parts: (1) Research and Demonstration Projects which were authorized by the 1954 amendments of the Vocational Rehabilitation Act, listed under 22 subject headings, (2) Cooperative Research or Demonstration Projects, which were authorized in 1956 by Section 1110, Title XI, of the Social Security Act, as Amended, (3) Demonstration Projects in Public Assistance, which were authorized in 1963 by Section 1115 of the Social Security Act, (4) Research and Training Centers, which began in 1961 as part of the Vocational Rehabilitation Act. Except for a few cases, all project listings contain project number, title of final report if available or project title if not available, grantee's name and address, project director's name, and annotation with key words italicized. Numerical and subject indexes are also included. (SB)

ED 043 763 VT 011 817
Kopel, Bernice Helene
Home Economists Working with Low-Income Families and Implications for College Food and Nutrition Curriculum.
Pub Date Jul 70
Note—147p.
Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106
Document Not Available from EDRS.
Descriptors—*College Curriculum, Disadvantaged Groups, Doctoral Theses, Educational Needs, *Foods Instruction, *Home Economics Education, *Low Income Groups, *Nutrition Instruction
Identifiers—*Oklahoma

To identify implications for college food and nutrition curriculum, multiple-choice questionnaires were developed to provide general characteristics of home economists and the concerns they had in their work with low-income families. Job concerns were ranked and analyzed according to the degree of concern expressed by the 129 respondents (70.8 percent) in relation to understanding low-income individuals, planning programs and teaching methods for low-income groups, knowledge of subject matter, and evaluation of programs. Of greatest concern to the home economists were having food and nutrition knowledge in regard to low-cost and commodity foods, determining how to teach nutrition and plan food and nutrition programs for low-income groups, and understanding the people with whom they work. The degree of concern for aspects of the job were most often significantly affected by the length of time since the home economists had enrolled for college credit and the extent to which training had assisted them in their work. An emphasis on methods of teaching food and nutrition in a knowledgeable and stimulating way was implied from the findings, and a behavioral science emphasis was implied as one means of helping students understand low-income groups. This Ed.D. dissertation was submitted to the Oklahoma State University. (Author/SB)

ED 043 764 24 VT 011 826
Development of Career Opportunities for Biomedical Equipment Technicians. Survey of Job Characteristics, Manpower Needs and Training Resources, as of June, 1970. Interim Report 2.
Technical Education Research Center, Cambridge, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-0973
Pub Date 70
Grant—OEG-0-8-000973-1873(085)
Note—274p.
EDRS Price MF-$1.25 HC-$13.80
Descriptors—*Career Opportunities, *Educational Needs, Educational Programs, *Job Analysis, *Manpower Needs, *Medical Laboratory Assistants, Occupational Information, Occupational Surveys, Technical Education

This report is an attempt to develop a comprehensive picture of the biomedical equipment technician (BMET), who spends at least 50 percent of his time repairing and maintaining biomedical equipment. In order to alert potential employers to the technician's capabilities, and to provide information on establishing training programs, the report identifies the characteristics of the technology, the types of BMET's in the field, the institutions which employ them, and the training which BMET's currently receive. On the basis of data gathered during 278 interviews with employers of BMET's in 25 major cities, it was predicted that the demand for BMET's will double by 1975. The report recommends that all BMET training programs emphasize skills in electronics, troubleshooting, and repair, with secondary emphasis on mechanics, electro-mechanics, communications skills, and administrative-management skills. The program should focus on specialties which are found through interaction with potential BMET employers to be relevant to the regional job market. (Author/BH)

ED 043 765 VT 011 831
Accreditation of Allied Medical Education Programs.
American Medical Association, Chicago, Ill. Council on Medical Education.
Pub Date 69
Note—120p.
Available from—Department of Allied Medical Professions and Services, American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors—*Accreditation (Institutions), *Directories, *Educational Programs, *Guidelines, Health Occupations, *Health Occupations Education, Program Administration

Prepared by the Council on Medical Education of the American Medical Association with the cooperation of collaborating organizations, this document is a collection of guidelines for accredited programs for medical assistants, nuclear medicine technology, orthopedic assistants, radiation therapy technology, and radiologic technolo-

gists. The essentials of administration, organization, faculty, facilities, admission requirements, health, curriculum, ethics, and admissions to the approved list of programs are outlined. In addition to the guidelines, directories of accredited programs for certified laboratory assistants, medical record librarians, and technologists, cytotechnology, inhalation therapy, medical technology, occupational therapy, physical therapy, and radiologic technology are included. Program listings are organized by state, and include city, institution, affiliated institution, program director and teaching supervisor, entrance requirements, program length, student capacity, date program begins, tuition, and stipend. The guidelines or program listings are available individually from the address given above. (SB)

ED 043 766 VT 011 836

Kahler, Carol, Ed. And Others

Guide for Program Planning: Medical Laboratory Technician.

American Association of Junior Colleges, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date 69

Note—43p.

Available from—American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.50)

EDRS Price MF-$0.25 HC-$2.25

Descriptors—*Administrator Guides, Certification, Curriculum Development, Educational Programs, Health Occupations, *Health Occupations Education, Junior Colleges, *Medical Technologists, Post Secondary Education, Program Administration, *Program Development, *Program Planning

Prepared by the American Association of Junior Colleges and the National Council on Medical Technology Education, this guide discusses programs for career-entry supportive medical laboratory personnel which have been cooperatively planned by junior college personnel and the medical community, particularly pathologists and medical technologists. Section 1 provides guidelines for achieving these program development goals: (1) Define the scope of the program, (2) Become aware of program requirements for professional approval, licensure, and certification, (3) Review college philosophy, goals, and orientation in relation to implementation of the program, (4) Evaluate the need for medical laboratory technicians in the community, (5) Evaluate the feasibility of the college offering a program, (6) Obtain program resources and prepare for use, (7) Develop a curriculum, and (8) Evaluate the program. Section 2 describes in checklist form the actions the college administrator, program director, and pathologist should conduct to achieve the goals. Eligibility requirements for certification, reference organizations, reference publications, and laws covering medical laboratories are appended. (SB)

ED 043 767 24 VT 011 848

Heimstra, Norman W. Lucas, Richard L.

An Evaluation of the Training of a Critical Driving Skill by Means of a Simulation Technique. Final Report.

South Dakota Univ., Vermillion. Dept. of Psychology.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-F-054

Pub Date Jun 70

Grant—OEG-6-9-009054-0081(010)

Note—30p.

EDRS Price MF-$0.25 HC-$1.60

Descriptors—Comparative Analysis, *Critical Incidents Method, *Decision Making Skills, *Driver Education, Experimental Psychology, Measurement, *Program Evaluation, *Simulated Environment

To help evaluate driver education, 50 individuals were tested and trained by means of a simulation technique to determine if drivers could be taught to make accurate last minute passing judgments, and if knowledge of direction and magnitude of error on individual trials would have any influence on this training. In a projection room, each subject watched as the camera car he was supposedly driving actually passed a lead car. Following this sequence each subject was administered a pretest, involving an oncoming scene film during which the subject was to press a switch when he believed the last possible moment for passing had arrived. Then in followup film sessions one group of subjects received instant feedback on each performance while a second group did not. Analysis of the data showed that there was a significant correlation (.57) between the on-the-road and in the lab performance on this type of task. It was also found that subjects receiving the feedback improved significantly in a posttest measure while the other group failed to improve in accuracy of passing judgment. (Author)

ED 043 768 24 VT 011 849

Rao, B. S. Venkata

Education and Training for Industrial Development in India; The Problem of Linkages.

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2597

Pub Date 69

Contract—OEC-4-7-062597-1654

Note—106p.

Available from—Publications Secretary, SIDEC, School of Education, P.O. Box 2329, Stanford University, Stanford, California 94305

EDRS Price MF-$0.50 HC-$5.40

Descriptors—*Educational Improvement, Educational Problems, Foreign Countries, Industrial Training, *Job Training, *Manpower Needs, Program Development, Program Evaluation, *Trade and Industrial Education, *Training Objectives

Identifiers—*India

Written as a monograph based on previous research conducted at Stanford University as well as in India, this document is concerned with the improvement of India's existing industrial education and training in relation to aims of industrial growth. Focusing on the need to achieve a consistency between the objectives of the industrial education and training system and those of the industrial sector, this monograph attempts an evaluative review of the Indian system and indicates problem areas requiring attention. Suggestions are offered for improving the effectiveness of the system that trains qualified manpower for industry, including an action-oriented program of skill formation in modern small industry in India. (Author)

ED 043 769 24 VT 011 851

Fuller, William P.

Education, Training and Productivity: A Study of Skilled Workers in Two Factories in South India.

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2597

Pub Date 70

Contract—OEC-4-7-062597-1654

Note—138p.

Available from—Publications Secretary, SIDEC, School of Education, P.O. Box 2329, Stanford University, Stanford, California 94305

EDRS Price MF-$0.75 HC-$7.00

Descriptors—Ability, Environmental Influences, *Foreign Countries, *Job Training, Off the Job Training, On the Job Training, *Productivity, *Skilled Occupations, Task Performance, *Trade and Industrial Education, Work Experience

Identifiers—*India

To examine the contributions of specific kinds of occupational training to the productivity of workers with different levels of formal schooling, interviews were used to collect data on general education, trade training, work experience, environmental characteristics, and general ability from 598 turners, millers, and grinders in two factories in Bangalore, India. There were significant differences in the productivity of workers with different kinds of training, but the best producers were workers with similar levels of education and environmental backgrounds and with mainly informal in-plant training. Workers who had formal training in technical schools were promoted within skilled occupational categories more rapidly than workers with primarily in-plant training, which suggests that promotion is determined more by a certificate of qualification than by actual job performance. The differences in productivity between workers with primarily outside training and other workers seem to reflect differences in attitudes and behavior unrelated to job knowledge and skill. (SB)

ED 043 770 VT 011 859

Wilson, Roger John

An Investigation of Factors Essential to Selecting and Preparing On-the-Job Trainers for a Post Secondary Cooperative Vocational-Technical Education Program.

Pub Date 70

Note—153p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Cooperative Education, Post Secondary Education, *Program Evaluation, Program Improvement, *Supervisory Training, *Surveys, Technical Education, *Trainers, *Vocational Education, Work Experience

By passing the 1968 Vocational Education Act with its special provisions for cooperative education, Congress has highlighted the value and rapid growth of on-the-job programs. However, with this increased emphasis on cooperative education comes the need for investigating the present practices of selecting and preparing the on-the-job trainer assigned to a student-learner. For the most part data for the study was gathered by reviewing related literature and visiting a sample of nine 2-year institutions to interview teacher-coordinators. An analysis of the interview findings led to the conclusion that the selection of the on-the-job trainer was under the control of the teacher-coordinator through his approval or disapproval of the cooperating employer. It was also concluded that the on-the-job trainer was given little if any planned preparation before he undertook his teaching task. A significant recommendation of this study is that teacher-coordinators must take advantage of their responsibility and position to control the selection and preparation of the on-the-job trainers. This Ph.D. dissertation was submitted to the Ohio State University. (Author/JS)

ED 043 771 VT 011 863

Industrial Arts Technology Bibliography; An Annotated Reference for Librarians.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 70

Note—64p.

Available from—Publications Distribution Unit, State Education Department, Albany, New York 12224 (Single copies available)

EDRS Price MF-$0.50 HC-$3.30

Descriptors—*Annotated Bibliographies, Bibliographies, Booklists, *Industrial Arts, Industrial Education, Industrial Technology, Library Acquisition, *Library Material Selection, Research Reviews (Publications)

This compilation is designed to assist librarians in selecting books for supplementing the expanding program of industrial arts education. The books were selected for the major subject areas of a broad industrial arts program, on the basis of reflected interest of students, content, format, and readability. The format and coding used in the bibliography are designed to give maximum assistance to librarians and teachers, presenting bibliographic information, reader interest level, suggested acquisition priority, publisher data, and the quoted price. Listings are arranged alphabetically by author in the subject groupings of: (1) Ceramics, (2) Electricity/Electronics, (3) Fibers, (4) Graphics, (5) Metals, (6) Planning/Design, (7) Plastics, (8) Power/Transportation, including Aerospace, Automotive, Boating, Engines and Power, and Railroading, (9) Woods, and (10) General. A publishers address list is given. (GR)

ED 043 772 VT 011 875

The JOBS Program (Job Opportunities in the Business Sector) Background Information.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date Apr 70

Note—180p.

EDRS Price MF-$0.75 HC-$9.10

Descriptors—*Culturally Disadvantaged, Employment Opportunities, *Employment Programs, *Federal Programs, Manpower Development, *On the Job Training, *Program Evaluation

Identifiers—*Job Opportunities in the Business Sector

The Job Opportunities in the Business Sector (JOBS) program has shown since its establishment in 1968 that a program involving hiring first, and then training, can be successful. Many employers with JOBS contracts have instituted effective programs to bring the disadvantaged into the labor force. However, there has been inadequate supervision of participating employers. Not only have some well-intentioned employers displayed a lack of understanding in dealing with the disadvantaged, but other less well-intentioned contracters have used the program to cut costs or solve personnel problems such as labor shortages during a tight labor market. As the economy slows down, many employers may find the program too costly, even with government subsidy. A more detailed analysis will be necessary to fully evaluate the JOBS program. (BH)

ED 043 773 24 VT 011 879

Gorman, Anna M.

Report of the National Research Conference on Consumer and Homemaking Education (Columbus, Ohio, June 2-5, 1970). Leadership Training Series No. 31.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0158

Pub Date Oct 70

Grant—OEG-3-7-000158-2037

Note—155p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-$0.75 HC-$7.85

Descriptors—*Conference Reports, Consumer Economics, *Consumer Education, Curriculum Development, *Educational Research, *Homemaking Education, Occupational Home Economics, Research Design, Research Methodology, *Research Needs, Research Problems, Teacher Education

To determine priorities for critical problems facing consumer and homemaking education and plan research projects which focus on these critical problems, a 5-day conference was attended by 107 vocational-technical education specialists and educators. Conference sessions were planned to (1) identify critical research problem areas and prepare a priority list, (2) describe research strategies, methodologies, and institutional-state resources to contribute to the solution of these problems, (3) determine lines of coordination for completion of research projects, and (4) disseminate conference proceedings. Activities included panel discussions and reactions, group work, and these presentations: (1) "The Challenge of Being One" by A.J. Miller, (2) "What's Wrong (Right) with Evaluation" by J. Walker, (3) "Simulation Materials and Techniques: Instructional Tools for Vocational Education Leadership Preparation" by D.L. Ward, (4) "The DELPHI Technique: A Tool for Inquiry," by K.E. Gray, (5) "Developing a Research Problem" by F.C. Pratzner, and (6) "Differentiated Staffing for Vocational and Technical Education in the Community Junior College" by J.P. Arnold. (SB)

ED 043 774 08 VT 011 894

Perryman, Bruce C.

Factors Governing the Establishment and Operation of Cooperative Comprehensive Educational Service Centers in Wyoming with Application to a State Master Plan. A Position Paper and a Proposal.

Wyoming Research Coordinating Unit in Vocational-Technical Education, Cheyenne.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2729

Pub Date Sep 70

Grant—OEG-4-6062729-2083

Note—110p.

Available from—State Department of Education, Occupational Education Section, Research Coordinating Unit, Cheyenne, Wyoming

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors—Career Planning, *Comprehensive Programs, Cooperative Education, *Educational Planning, *Education Service Centers, Models, *Resource Allocations, *Vocational Education

A statewide plan for educational programs encourages coordination of efforts and effective allocation of resources. Thus, the purpose of this study was to investigate the factors governing: (1) the establishment and operation of comprehensive Educational Service Centers in Wyoming, (2) the extent of such programs, (3) their purposes, enrollment, organization, and financing, and (4) the application of these data to the State of Wyoming. To facilitate this investigation a comparison was made between a criteria model, developed from a national study, and a profile for Wyoming. Using data obtained from the State Department of Education, the comparison led to these four broad recommendations: (1) that the State be divided into 12 contiguous geographic Cooperative Comprehensive Educational Service Centers, (2) that each of the 12 areas should also serve as a basis for occupational planning for Grades K-16, (3) that cooperative relationships leading to more effective coordination of resources be encouraged, and (4) that a planned scope of work encompassing the necessary studies to be conducted be taken up as a measure to insure the collection of factual data needed for effective planning. (Author/JS)

ED 043 775 08 VT 011 910

Brandon, George L., Ed.

Research Visibility: Improving Vocational Education.

American Vocational Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0633

Pub Date Oct 70

Grant—OEG-2-7-070633

Note—16p.

Journal Cit—American Vocational Journal; v45 n7 p41-56 Oct 1970

EDRS Price MF-$0.25 HC-$0.90

Descriptors—Bibliographic Citations, Comprehensive Programs, Educational Equipment, Educational Facilities, *Educational Programs, Employer Attitudes, Instructional Materials, Leadership Training, Military Training, Program Evaluation, *Program Improvement, Program Planning, *Research Reviews (Publications), *Teacher Improvement, Teaching Techniques, Technical Education, *Vocational Education

The 14 research reviews pertaining to improving vocational education are organized under these topics: (1) Training of Educational Personnel, which reviews simulation and other techniques for developing leadership, facilities and equipment for a comprehensive program, a national conference on postsecondary programs, development of teacher competencies in health occupations programs, project method in distributive education, and program planning, budgeting, and evaluation, and (2) Curriculum and Classroom Technique, which reviews teacher use of instructional resources, military technical training, employers' attitude toward occupational education, sub-professional personnel in health services, and micro-teaching and video recording. "-Plain Talk," a continuing column by the editor, discusses the necessity of program improvement through evaluation of goals and implications of economy projections to vocational education. An additional 27 studies and ordering information are included in the bibliography. (SB)

ED 043 776 VT 011 927

Edgar, Nicholas J.

A Report on Ohio's Pilot Residential MDTA Program. 1964-1966.

Mahoning Valley Vocational School, Vienna, Ohio.

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date May 67

Note—300p.

EDRS Price MF-$1.25 HC-$15.10

Descriptors—Educational Innovation, Followup Studies, *Graduate Surveys, Job Placement, Occupational Surveys, Opinions, Personnel Data, *Pilot Projects, Program Effectiveness, *Program Evaluation, Questionnaires, *Residential Schools, *Vocational Training Centers

Mahoning Valley Vocational School (MVVS) is the only resident occupational training program in Ohio under the Manpower Development and Training Act (MDTA). For this reason and because it is an innovation in youth training in the United States, the school was evaluated for its efficiency and its effectiveness in preparing youth for the world of work. To gather the data necessary to evaluate this experimental program a series of questionnaires were used to survey-interview previous trainees, and to interview the trainee's family, employers of trainees, and personnel of schools attended by the trainee prior to entering MVVS. The survey revealed an overall placement rate of 88 percent for the first 2 training years, with the highest placement rates registered for auto training, drafting, machine shop operator, and welding. Specific problems identified as hindering the placement of graduates included: (1) a previous court record, (2) the lack of a high school diploma, (3) the selective service status of many graduates, and (4) the lack of practical experience. Among the many recommendations is one stating that the pilot experimental title and concept should be reapplied to MVVS for at least 2 more years in order to provide a more complete evaluation of this type program. (Author/JS)

ED 043 777 VT 011 934

Flanagan, John C. And Others

Design for a Study of American Youth.

American Institutes for Research, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—CRP-635

Pub Date 62

Note—245p.

Available from—Houghton Mifflin, 2 Park Street, Boston, Massachusetts 02107 ($4.28, paper copy $2.08)

EDRS Price MF-$1.00 HC-$12.35

Descriptors—Aspiration, Counseling, Data Collection, Followup Studies, Human Resources, Longitudinal Studies, Personal Growth, *Personality Assessment, Personality Development, Predictive Ability (Testing), *Research Design, *Research Methodology, Student Testing, Surveys, *Talent Identification, *Test Construction, Youth

Project TALENT is a large-scale, long-range educational research effort aimed at developing methods for the identification, development, and utilization of human talents, which has involved some 440,000 students in 1,353 public, private, and parochial secondary schools in all parts of the country. Data collected through teacher-administered tests, included some 2,000 items of information about each student and some 1,000 items about each school. The student information included measures of (1) breadth of general information, (2) interests, (3) information in specific areas, (4) vocabulary, (5) motivational factors, and (6) scientific attitude. Other measures included those concerned with memory for sentences, the ability to use the English language, and tests dealing with creativity and mechanical reasoning. Use was also made of inventories to explore personality, vocational interests, and experiences. This information is in the computer processing stages and will provide data for later reports describing the schools these students attended and the interests, aptitudes, abilities, activities, and plans of the students. Anticipated continuing studies will be made at one, five, ten, and twenty years. (Author/JS)

ED 043 778 24 VT 011 941

Ganschow, Laurie H. And Others

Stimulating Educational Information-Seeking and Changes in Student Attitude Toward Vocational Education by Videotape and Film Presentations. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-1-099

Pub Date Aug 70

Grant—OEG-9-9-140099-0008(057)

Note—252p.

EDRS Price MF-$1.00 HC-$12.70

Descriptors—*Behavior Patterns, Changing Attitudes, *Counseling, Educational Counseling, *Ethnic Groups, Films, *High School Students, Mexican Americans, *Models, Video Tape Recordings, Vocational Counseling

To help counselors develop appropriate models for students with different characteristics, this investigation involved two studies using films and videotapes in an effort to stimulate individuals to explore and to gather information on vocational educational opportunities. The key experimental phases of the two studies compared the relative

influence of Mexican-American and non-Mexican-American social models on Mexican-American and non-Mexican American 10th grade subjects. Among the findings in Study A was that subjects who saw social models of an ethnic group like their own scored higher on the measure of the subject's interest in occupations and related activities than did subjects who saw models of an ethnic group unlike their own. In Study B it was found that Mexican-American subjects who saw the Mexican-American social models performed slightly more information-seeking behaviors, and made slightly more favorable attitude changes than did Mexican-American subjects who viewed non-Mexican-American models. Study B further suggested that films rather than written presentations are more favorably reacted to by all subjects and that female subjects responded to the treatment suggestions to engage in information seeking significantly more than did male subjects. (Author/JS)

ED 043 779 08 VT 011 942

National Conference on Accreditation of Public Postsecondary Occupational Education (June 10-12, 1970). Center Seminar and Conference Report No. 11.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0348

Pub Date 70

Grant—OEG-2-7-070348-2698

Note—84p.

EDRS Price MF-$0.50 HC-$4.30

Descriptors—*Academic Standards, *Accreditation (Institutions), *Conference Reports, Educational Problems, Junior Colleges, National Programs, *Postsecondary Education, Private Agencies, Regional Programs, State Programs, *Vocational Education

A national conference on accreditation of public postsecondary vocational education programs attended by 109 vocational educators, was held to bridge the gap between the accrediting agencies and vocational educators, provide for understanding of the present state of accreditation, and provide a forum for the identification, discussion, and recommendation of solutions to accreditation problems. Highlights from these presentations are included: (1) "The Continuing Need for Nongovernmental Accreditation" by F.G. Dickey, (2) "The Current State of Accreditation of Postsecondary Occupational Education in the United States" by C.F. Ward, (3) "Specialized Accrediting Agency Activities in Occupational Education" by J.W. Miller, (4) "The Community Junior College Approach to Specialized Program Accreditation" by K.G. Skaggs, (5) "The American Vocational Association and the Development of Standards for Occupational Education" by L.C. Ash, (6) "Accreditation of Postsecondary Occupational Education in Perspective: Issues and Alternatives" by W.K. Selden, (7) "A Holistic Approach to Evaluating Occupational Education with Implications for Accreditation" by J.K. Coster and R.L. Morgan, and (8) panel discussions of activities, regional accrediting associations, and accreditation perspectives at the local, state, regional, and national levels. (SB)

ED 043 780 08 VT 011 943

Matthews, Joseph C., Jr.

A Study of Occupational Information Exchange Systems in North Carolina Postsecondary Institutions. Center Research and Development Report No. 8.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-1005

Pub Date 70

Contract—OEC-5-85-107

Note—76p.

EDRS Price MF-$0.50 HC-$3.90

Descriptors—Advisory Committees, Community Colleges, Economic Factors, Followup Studies, *Information Dissemination, Job Placement, Manpower Needs, *Post Secondary Education, *Program Administration, *Program Evaluation, Program Improvement, *Vocational Education

To identify major information exchange problems experienced by program administrators, describe and graphically model a representative postsecondary system, and recommend organizational and procedural changes, interviews were held with the president or program administrators in 50 institutions operated under the North Carolina Department of Community Colleges. The interview questionnaire sought information on dissemination activities, job placement and followup inquiries, area economic data, use of secondary data sources, collection of planning information, advisory committees, and development of capabilities for program-related research and centralized information management. It was concluded that growth in overall enrollment has been indicative of effective dissemination of program information. The level and diversity of program activity supports an opinion that accomplishments may be substantial. However, periodic evaluations have been made largely in terms of program characteristics, and they provide an inadequate basis for estimating the extent to which programs have contributed to closing gaps between manpower needs and outputs. Several recommendations are included. (Author/SB)

ED 043 781 08 VT 011 961

Coster, John K.

Patterns and Guidelines for Administering Exemplary Programs and Projects at the State Level. Center Occasional Paper No. 3.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0348

Pub Date 69

Grant—OEG-2-7-070348-2698

Note—40p.

EDRS Price MF-$0.25 HC-$2.10

Descriptors—Administrative Organization, *Federal Legislation, *Guidelines, Models, Policy Formation, *Program Administration, *Program Development, State Boards of Education, *Vocational Education

Identifiers—*Vocational Education Amendments of 1968

States must accept the implied responsibilities of the Vocational Education Amendments of 1968 which relate to exemplary programs, and it is necessary for State Boards to incorporate the provisions of Part D into their policies and plans as well as establish a state office in charge of exemplary programs. Guidelines are included for developing a policy statement, preparing elements of a state plan, assigning responsibility for administration, identifying the function of the administrative body, staffing the state office, establishing exemplary program management, and managing resource allocation systems. Guidelines for submitting an application for a planning grant and preparing proposals as well as suggested criteria and forms for evaluating applications for planning grants and proposals for exemplary programs and projects are appended. (SB)

ED 043 782 08 VT 011 962

Initial Support for Establishing a Maryland Research Coordinating Unit. Final Report.

Maryland State Dept. of Education, Baltimore.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0196

Pub Date Aug 70

Grant—OEG-1-9-300196-2485(085)

Note—24p.

EDRS Price MF-$0.25 HC-$1.30

Descriptors—Curriculum Development, Data Collection, Educational Coordination, *Educational Research, Evaluation, Financial Support, *Objectives, *Research Coordinating Units, *Research Design, *Research Needs, Research Projects, Technical Education, Vocational Education

Identifiers—*Maryland

Originally funded under the Vocational Education Act of 1963 and subsequently under Part C of the 1968 Amendments, the Maryland Research Coordinating Unit (RCU) started operation in January 1969 by recruiting a staff and securing the necessary equipment. Once these needs were satisfied the major activities of the staff evolved around (1) state plan development, (2) the design of data and information collection instruments to facilitate planning, evaluation, and reporting, (3) the design of an evaluation system, (4) work preliminary to the design of research in health occupations and industrial arts, and (5) research associated with the applied mathematics curriculum development. Future activities include recommended research in the areas of occupational programs, organization and administration of programs, and regional or state-wide evaluation studies. (Author/JS)

ED 043 783 24 VT 011 963

Cortes, Josefina R.

Factors Associated with the Migration of High-Level Persons From the Philippines to the U.S.A.

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2597

Pub Date 70

Contract—OEC-4-7-062597-1654

Note—248p.

Available from—Publications Secretary, SIDEC, School of Education, P.O. Box 2329, Stanford Univ., Stanford, California 94305

EDRS Price MF-$1.00 HC-$12.50

Descriptors—*Developing Nations, Educational Needs, Foreign Countries, *Individual Characteristics, Manpower Needs, *Migration, *Professional Personnel, *Socioeconomic Influences

Identifiers—Philippines

Although all countries face shortages of professional personnel, the problem is especially critical for the developing nations, who face the drain of high-level manpower to developed nations. This study of the migration of manpower from the Philippines to the United States identifies the major factors in this exodus, improves prediction techniques, and analyzes ways to minimize emigration through improved educational programs. Out of a population of 9,613 college-educated Filipinos who studied in the United States between 1960 and 1965, 753 names were chosen through disproportionate stratified sampling of the medical and nonmedical segments of the population. After further division of the sample into those who returned to the Philippines and those who remained in the United States, usable questionnaires were returned by 66 migrants and 188 nonmigrants. The report concludes from the data that migration is highly related to attitudes toward the home country, as well as personal characteristics such as age and sex. Consequently, a short-run program to reduce emigration should involve government support of education for individuals carefully screened for attitudes and personality traits. In the long run, however, education and the climate for research must be improved so that talent is adequately utilized. (BH)

ED 043 784 24 VT 011 964

Staley, Eugene

Planning Occupational Education and Training for Development.

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—OET-1

Bureau No—BR-6-2597

Pub Date 68

Contract—OEC-4-7062597-1654

Note—148p.

Available from—Publications Secretary, SIDEC, School of Education, P.O. Box 2329, Stanford University, Stanford, California 94305

EDRS Price MF-$0.75 HC-$7.50

Descriptors—Conceptual Schemes, Curriculum Design, Curriculum Development, *Developed Nations, *Developing Nations, Educational Finance, Educational Needs, *Educational Programs, Manpower Needs, Program Costs, Program Development, *Program Planning, *Vocational Education

This study offers a conceptual framework for preparing people for adequate performance of occupational roles, an analysis of key issues, and information on experiences and current practices in the field. The main features of the conceptual framework include general education, general plus pre-occupational education, job-entry training plus further education, and career-long further training and retraining plus further education. The logical starting point for planning a developing country's occupational education and training system is analysis of its emerging needs for qualified personnel. An integrated planning approach begins by surveying the country's activities that will require qualified personnel and

proceeds to the needs of each sector and ultimately to each employing establishment. Once the planner has a fairly clear idea of the kinds of qualifications needed, the curriculum content must be determined. Next, the planner must consider the institutions available and ways to link the formal education system and the employment system. Finally, the over-all planning, coordinating and financing of the training system must be considered. (SB)

ED 043 785 24 VT 011 965

Al-Bukhari, Najati Mohammed Amin

Issues in Occupational Education and Training: A Case Study in Jordan.

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2597

Pub Date 68

Contract—OEC-4-7-062597-1654

Note—194p.

Available from—Publications Secretary, SIDEC, School of Education, P.O. Box 2329, Stanford University, Stanford, California 94305

EDRS Price MF-$0.75 HC-$9.80

Descriptors—Articulation (Program), Cost Effectiveness, Educational Finance, *Educational Programs, Expenditure Per Student, Followup Studies, *Foreign Countries, General Education, Graduate Surveys, *Manpower Needs, On the Job Training, *Program Effectiveness, Secondary Schools, *Trade and Industrial Education, Vocational Followup

Identifiers—*Jordan

To investigate and analyze the role of Jordanian secondary industrial schools in meeting manpower needs and to determine the relative costs and effectiveness of occupational preparation through industrial schools as compared with general schooling or on-the-job training, followup questionnaires were mailed to 352 graduates from two industrial schools. The response revealed that 194 graduates were employed in Jordan, and 90 of these were selected for further interviews. In addition, 22 work-companions and 58 workers doing the same tasks were interviewed. Findings concerning the utilization of the industrial school curriculum suggest that the more specific the training, the less its likelihood of being relevant to actual job-related needs. Therefore, the educational system should put less emphasis on specific training and more emphasis on producing readily trainable, rather than specifically trained, persons. Also, a large share of future government investment should be used to expand and improve training opportunities within the employment system. An occupational upgrading program is needed in the private industrial establishments and well organized programs should be established for public industries. An Occupational Training Organization should be set up to articulate the program. A related document is available as VT 011 966. (SB)

ED 043 786 24 VT 011 966

Al-Bukhari, Najati Mohammed Amin

Issues in Occupational Education and Training: A Case Study in Tunisia.

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2597

Pub Date 68

Contract—OEC-4-7-062597-1654

Note—127p.

Available from—Publications Secretary, SIDEC, School of Education, P.O. Box 2329, Stanford University, Stanford, California 94305

EDRS Price MF-$0.50 HC-$6.45

Descriptors—Continuation Education, Cost Effectiveness, Dropout Rehabilitation, Educational Finance, *Educational Programs, Expenditure Per Student, Followup Studies, *Foreign Countries, Graduate Surveys, Job Training, *Manpower Needs, On the Job Training, Program Effectiveness, *Program Evaluation, Secondary Education, *Trade and Industrial Education

Identifiers—*Tunisia

To investigate and analyze the role played by the industrial sections of the educational, intervening, and employment training systems in meeting manpower needs and to determine output and costs of these systems, interviews were held with employment officials, educators, and recruitment and training officers to obtain information concerning their activities. In addition, structured interviews were held with 243 workers to determine training history. Findings revealed that the intervening system acts as a link between the graduates and dropouts of the educational and employment systems. There is a trend toward transferring the training activities of the intervening system to the employment system. Utilization of school curriculum in performing current jobs revealed substantial duplication of learning, and the general theory component was more useful in acquiring new skills, while specific skills were least utilized in employment. These findings suggest that the educational system of Tunisia should put less emphasis on specific training and more emphasis on producing readily trainable, rather than specifically trained, persons. To reduce educational expenses, the problem of dropouts and repeaters must be studied, and the educational system should be relieved of specific training functions in order to eliminate duplicate training. A related document is available as VT 011 965. (SB)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

Perception
Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ——— ED 013 371

Ability
Factors Affecting Perceived Ability to Introduce Change among Agency for International Development Trainees.
ED 042 984

Ability Identification
The Preschool Child's Ability to Follow Directions.
ED 043 395

Able Students
Able Black Americans in College: Entry and Freshman Experiences.
ED 043 285
Review of Research.
ED 043 286

Abstracts
CLIBOC: Chinese Linguistics Bibliography on Computer.
ED 043 036
ERIC Abstracts: A Collection of ERIC Document Resumes on Systems Approaches in Education. ERIC Abstracts Series, Number Eight.
ED 043 093
Home Economics Education. Home Economics Research Abstracts: 1967.
ED 043 728

Academic Achievement
Academic Achievement of Transfer Students Qualifying for EOG Assistance and Non-Qualifying Students.
ED 043 325
The Effectiveness of Three Reading Approaches and an Oral Language Stimulation Program with Disadvantaged Children in the Primary Grades: A Final Report After Two Years of the Cooperative Reading Project.
ED 043 722
Family Background, Parent-Child Relationships and Academic Achievement Among Puerto Rican Junior and Senior High School Students. Report No. 4: Study of Factors Affecting Student Achievement.
ED 043 698
A Model for Program Selection and Its Use for Evaluating Stated Goals of Biological Science as Presented in Two Approaches: BSCS and Non-BSCS.
ED 043 485
National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results--Partial. July, 1970.
ED 043 098
National Assessment of Educational Progress. Summary of Report 1. Science: National Results. July, 1970.
ED 043 099
Occupational Status Changes for Blacks and Nonblacks During the First Ten Years of Occupational Experience.
ED 043 750
Parental Values, Educational Attainment, and Occupational Mobility Among Rural Youth in the Ozarks.
ED 043 436
Prediction of Readiness in Kindergarten and Achievement in the First Primary Year. Study Number Two.
ED 043 393
Relationships Between Twelve Characteristics of Ability in Mathematics and Successful Achievement in an Eighth Grade SMSG Algebra Program.
ED 043 506
The Search for More Effective Methods of Teaching High School Biology to Slow Learners Through Interaction Analysis: An Investigation to Determine the Value of Interaction Analysis in the Adaptation of Biology Instruction to the Needs of Slow Learners at the Secondary School Level.
ED 043 504
A Study of Teaching University Extension Classes by Tele-lecture.
ED 042 961
Technical Report of a Project To Develop Educational Cost-Effectiveness Models for New York State.
ED 043 097
Treating Chemical Equilibrium Mathematically in Secondary Schools: A Preliminary Investigation.
ED 043 483

Academic Performance
Able Black Americans in College: Entry and Freshman Experiences.
ED 043 285
The Effects of Special Tutoring and Counseling on the Academic Success of Negro Freshmen at Southern State College. Final Report.
ED 043 314
Using Performance Objectives. The Inadequacy of Vague Goals.
ED 043 105

Academic Standards
National Conference on Accreditation of Public Postsecondary Occupational Education (June 10-12, 1970). Center Seminar and Conference Report No. 11.
ED 043 779

Accreditation (Institutions)
Accreditation Evaluation and Institutional Change.
ED 043 661
Accreditation of Allied Medical Education Programs.
ED 043 765
Criteria to Evaluate Speech I in the Senior High School.
ED 043 630
National Conference on Accreditation of Public Postsecondary Occupational Education (June 10-12, 1970). Center Seminar and Conference Report No. 11.
ED 043 779

Acculturation
Navajo Language Maintenance: Six-Year-Olds in 1969. Navajo Reading Study, Progress Report No. 5.
ED 043 004

Achievement
Educational Progress of Disadvantaged Students.
ED 043 082
Some Characteristics of Finalists in the 1966 National Achievement Scholarship Program.
ED 043 287

Achievement Gains
A Quasi-Experimental Study of Two Selected Units of the Industrial Arts Curriculum Project Materials to Determine the Measurable Additive Effects of a Unit on Design in Manfacturing Technology upon a Similar Unit on Design in Construction Technology.
ED 043 758

Activism
"Arribismo".
ED 043 307
Dissent and Discipline in Secondary Schools. Course Materials.
ED 043 067
Institutions in Transition. A Study of Change in Higher Education.
ED 043 282
Report of the American Bar Association Commission on Campus Government and Student Dissent.
ED 043 291
Report of the Annual All Ohio Junior High Guidance Conference: Signs of the Seventies. (8th, May 1, 1970).
ED 043 065
The Rights of Spring: A Forum Answers an Old Question of Power.
ED 043 279
Student Protest and the Law.
ED 043 062
Student Unrest in the High Schools: A Position Paper.
ED 043 052

Values and Public Dissent: I - Preliminary Measures.
ED 043 682

Adjustment (to Environment)
An Investigation of Factors Contributing to Successful and Non-Successful Adjustment of Discharged Retardates.
ED 043 152
Patterns of Adjustment to Disability.
ED 043 187
Preretirement Counseling, Retirement Adjustment, and the Older Employee.
ED 042 996
A Step-By-Step Guide to Personal Management for Blind Persons.
ED 043 173

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Corporate Planning Models for University Management.
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ACCESSION NUMBERS SECTION

Cross Reference Index

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AC — Adult Education
AL — Linguistics
CG — Counseling and Personnel Services
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Foreign Languages, Teaching of
HE — Higher Education
JC — Junior Colleges
LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science and Mathematics Education
SO — Social Science Education
SP — Teacher Education
TE — Teaching of English
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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